



Aboriginal Report

How Are We Doing?

2023/2024

School District: 072
Campbell River

QUESTIONS/COMMENTS CONTACT:

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BRITISH
COLUMBIA

Ministry of Education
and Child Care

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electronic version of report: <https://studentsuccess.gov.bc.ca/>

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ABORIGINAL REPORT - HOW ARE WE DOING?

Self-Identification: Once a student has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit), the student is included in all reported outcomes for Aboriginal students. This approach ensures a consistent methodology for identifying Aboriginal students across years, as students may self-identify as Aboriginal on some enrolments and not on others.

The Tripartite partners have collectively agreed to retain "Aboriginal" wording for the purposes of this year's "How Are We Doing?" report. Updating terminology from Aboriginal to Indigenous requires changes to Ministry data collection processes that will ensure standardized wording from collection onwards. This work is underway.

Since its inception in 1999, this report has included data from all students, regardless of residency status. In 2020, the Ministry was exploring a new way to report the Six-year Completion Rate by taking out the non-resident students. Since then, all performance-related measures have been re-calculated with "BC Residents" only. The latest data can be found in the Student Success website: <https://studentsuccess.gov.bc.ca>

The decision to remain consistent with other Ministry reporting websites was made by consensus among Tripartite parties including the First Nations Education Steering Committee (FNESC) and Indigenous Services Canada (ISC).

GUIDELINES AND TIPS - REVIEWING STUDENT ACHIEVEMENT DATA

- **Use multiple sources of information whenever possible**

To supplement the student results being reviewed, it is advisable to refer to multiple sources of performance information including information drawn at the classroom, school, district and provincial levels. This is particularly important when reviewing the performance of small numbers of students.

- **Ensure comparability of information from different sources**

When analysing student results collected from different sources, care should be taken to ensure comparability. For example, consider the similarity of test questions, student groups participating, the number of students represented, as well as the consistency in test administration.

- **Consider participation rates**

Low participation rates, or small numbers of students, may not adequately reflect the whole population. When comparing different sources of data, or trends over time, it is important to note if a change in the number of participating students would have an impact on the results.

- **Be cautious of data representing small numbers of students**

Note the number of students participating or the number of students in the population being assessed. The fewer the students, the more carefully the results need to be interpreted. If data represent fewer than 10 students, be extremely cautious. The overall results for smaller groups of students can be greatly influenced by the scores of just a few (one or two) individuals. Protection of privacy must be ensured when reporting data.

- **Review data trends**

Multiple years of results are more meaningful than results for a single year. Five or more results may suggest a trend. The more results that follow the trend the greater the ability to make a prediction.

POINTS OF INQUIRY

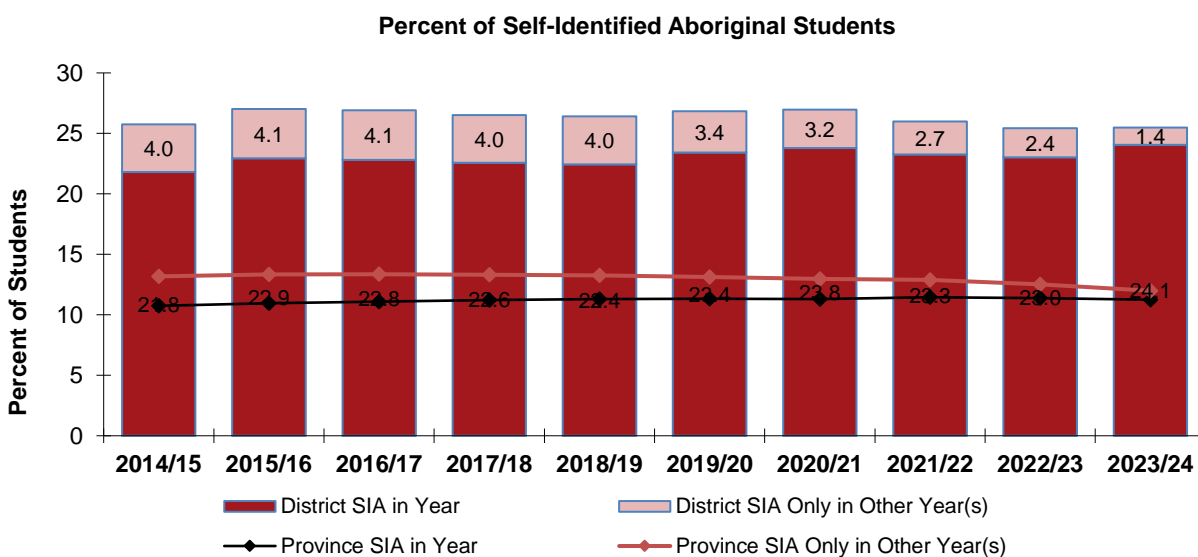
- Are the data relevant or appropriate for what is being assessed?
- Is the population of students reflected by these data representative of achievement of all students?
- What story do these data suggest about student achievement?
- Do the data tell enough of the story? In order to provide a more complete picture, what other information should be considered?
- Are there any identifiable groups of students that should be considered?
- What alternate conclusions could be drawn from these data?

PLEASE NOTE

The Ministry makes small and continuous improvements to the quality of its data. Sometimes these changes result in differences from previously published reports. The data in this report are the most accurate data available at time of publication.

STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District					Province *				
	All Students	SIA in Year*		SIA Only in Other Year(s)*		All Students	SIA in Year*		SIA Only in Other Year(s)*	
	#	#	%	#	%	#	#	%	#	%
2014/15	5,188	1,131	21.8	205	4.0	552,785	59,382	10.7	13,462	2.4
2015/16	5,257	1,206	22.9	214	4.1	553,375	60,706	11.0	13,089	2.4
2016/17	5,324	1,214	22.8	219	4.1	557,624	61,801	11.1	12,665	2.3
2017/18	5,331	1,203	22.6	211	4.0	563,240	63,182	11.2	11,796	2.1
2018/19	5,428	1,218	22.4	216	4.0	568,982	64,326	11.3	11,062	1.9
2019/20	5,487	1,285	23.4	187	3.4	576,000	65,215	11.3	10,440	1.8
2020/21	5,394	1,283	23.8	172	3.2	568,284	64,272	11.3	9,478	1.7
2021/22	5,520	1,284	23.3	151	2.7	578,797	66,282	11.5	8,372	1.4
2022/23	5,622	1,294	23.0	136	2.4	590,583	67,285	11.4	6,573	1.1
2023/24	5,636	1,356	24.1	80	1.4	604,738	68,098	11.3	4,417	0.7



Note:

"SIA in Year" - the student self-identified as Aboriginal in this year

"SIA Only in Other Year(s)" - the student did not self-identify as Aboriginal in this year, but did so in at least 1 other year

"Never SIA" - the student did not self-identify as Aboriginal in this year or any other

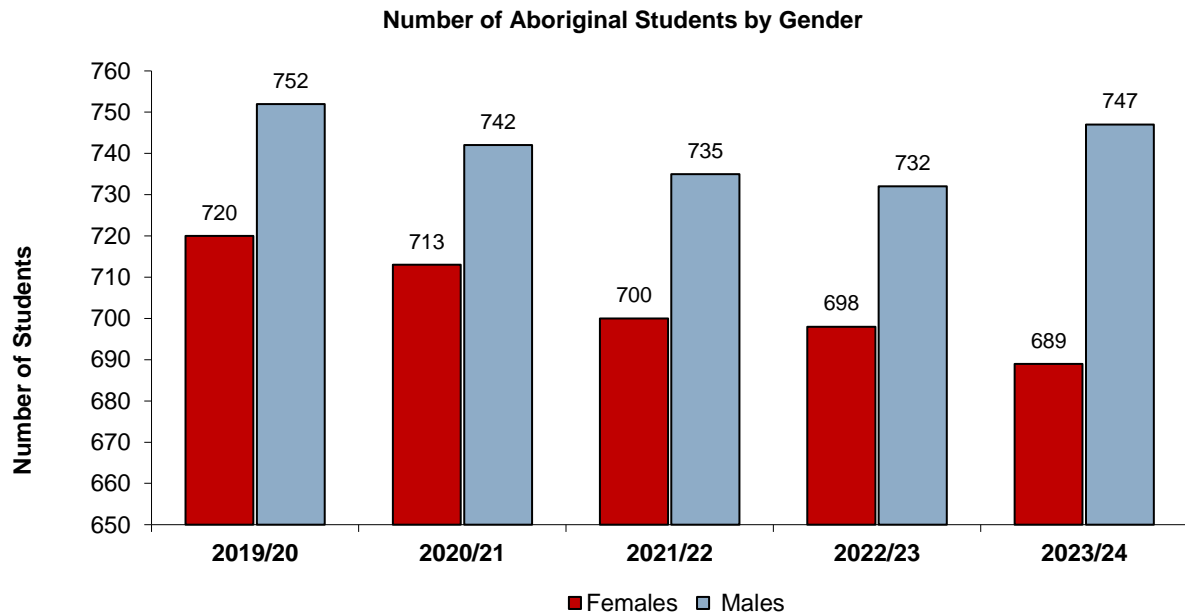
Students are classified as Aboriginal when they identify themselves as such – in other words, they “self-identify as Aboriginal” (SIA). In any given year, a student may or may not self-identify as Aboriginal. In 2003/04, the Ministry of Education and Child Care (ECC) and the First Nations Education Steering Committee (FNESC) agreed to report on the educational achievement of all students who “ever” identified themselves as Aboriginal. In ECC’s standard reports, students are categorized as Aboriginal if they self-identified as Aboriginal at any point during their time in K-12.

This table shows the number of students who (1) self-identified as Aboriginal in a given school year and those who (2) did not self-identify as Aboriginal in that particular year, yet did so in other years. The "Province" columns show the same information, but for all public schools in the province.

* Public schools only

ABORIGINAL STUDENTS BY GENDER

School Year	District							Province *		
	All Students #	Aboriginal		Aboriginal Females #	% of All Students	Aboriginal Males #	% of All Students	Aboriginal Students #	Aboriginal Females #	Aboriginal Males #
		Students								
		#	%							
2019/20	5,487	1,472	26.8	720	13.1	752	13.7	75,655	37,515	38,140
2020/21	5,394	1,455	27.0	713	13.2	742	13.8	73,750	36,654	37,096
2021/22	5,520	1,435	26.0	700	12.7	735	13.3	74,654	37,107	37,547
2022/23	5,622	1,430	25.4	698	12.4	732	13.0	73,858	36,624	37,234
2023/24	5,636	1,436	25.5	689	12.2	747	13.3	72,515	35,995	36,520



* Public schools only

ABORIGINAL STUDENTS ON- OR OFF-RESERVE

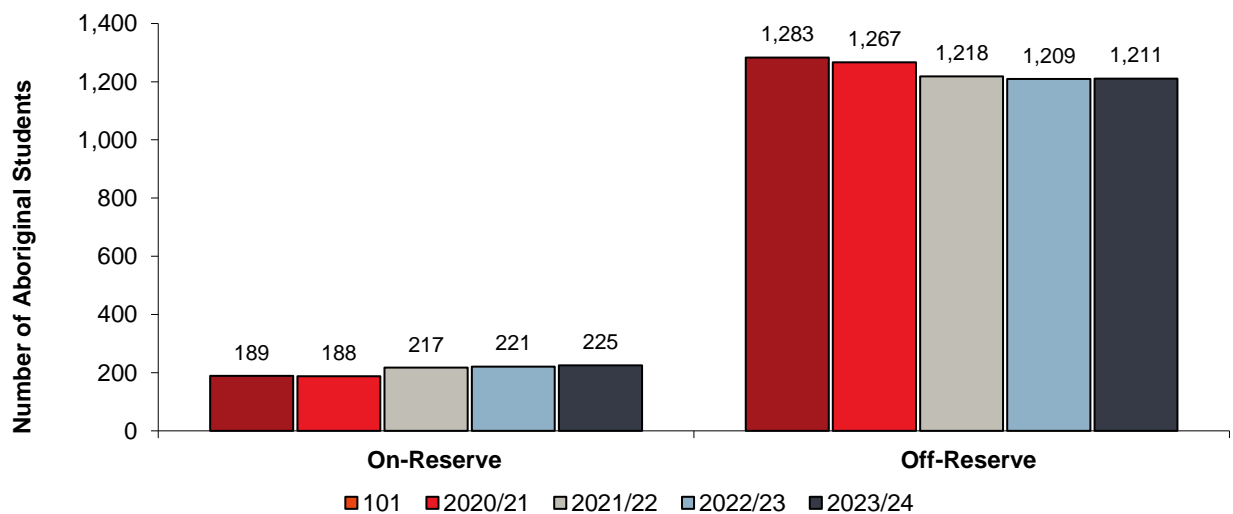
September Count

District								Province *	
School Year	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal	On-Reserve	Off-Reserve
		#	#	#	#	#	#	Total Aboriginal #	Total Aboriginal #
2019/20	1,472	88	101	189	632	651	1,283	8,209	67,446
2020/21	1,455	93	95	188	620	647	1,267	7,754	65,996
2021/22	1,435	105	112	217	595	623	1,218	7,992	66,662
2022/23	1,430	111	110	221	587	622	1,209	8,074	65,784
2023/24	1,436	110	115	225	579	632	1,211	8,127	64,388

February Count

District								Province *	
School Year	Aboriginal Students #	On-Reserve			Off-Reserve			Aboriginal Students	
		Aboriginal Females	Aboriginal Males	Total Aboriginal	Aboriginal Females	Aboriginal Males	Total Aboriginal	On-Reserve	Off-Reserve
		#	#	#	#	#	#	Total Aboriginal #	Total Aboriginal #
2019/20	1,471	89	100	189	636	646	1,282	8,056	67,371
2020/21	1,470	101	100	201	625	644	1,269	7,713	65,958
2021/22	1,427	89	99	188	609	630	1,239	7,916	66,147
2022/23	1,445	94	98	192	613	640	1,253	8,001	65,503
2023/24	1,400	93	99	192	581	627	1,208	8,035	63,986

Number of Aboriginal Students, On or Off-Reserve (September Count)

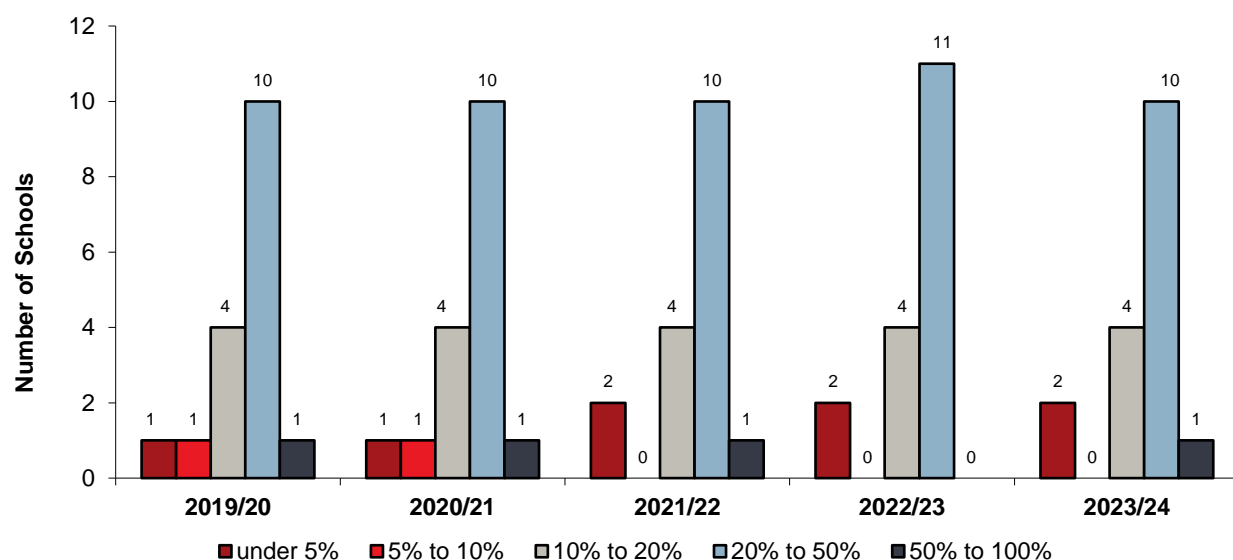


* Public schools only

NUMBER OF STANDARD PUBLIC SCHOOLS WITH ABORIGINAL STUDENTS

District							Province *					
School Year	Total Schools #	Number of Schools					Total Schools #	Number of Schools				
		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %		under 5 %	5 to 10 %	10 to 20 %	20 to 50 %	50 to 100 %
2019/20	17	1	1	4	10	1	1,386	370	212	322	386	96
2020/21	17	1	1	4	10	1	1,395	380	214	331	370	100
2021/22	17	2	0	4	10	1	1,402	387	239	335	344	97
2022/23	17	2	0	4	11	0	1,409	409	245	326	338	91
2023/24	17	2	0	4	10	1	1,409	431	241	316	332	89

Number of Standard Public Schools with Aboriginal Students (%) - School District

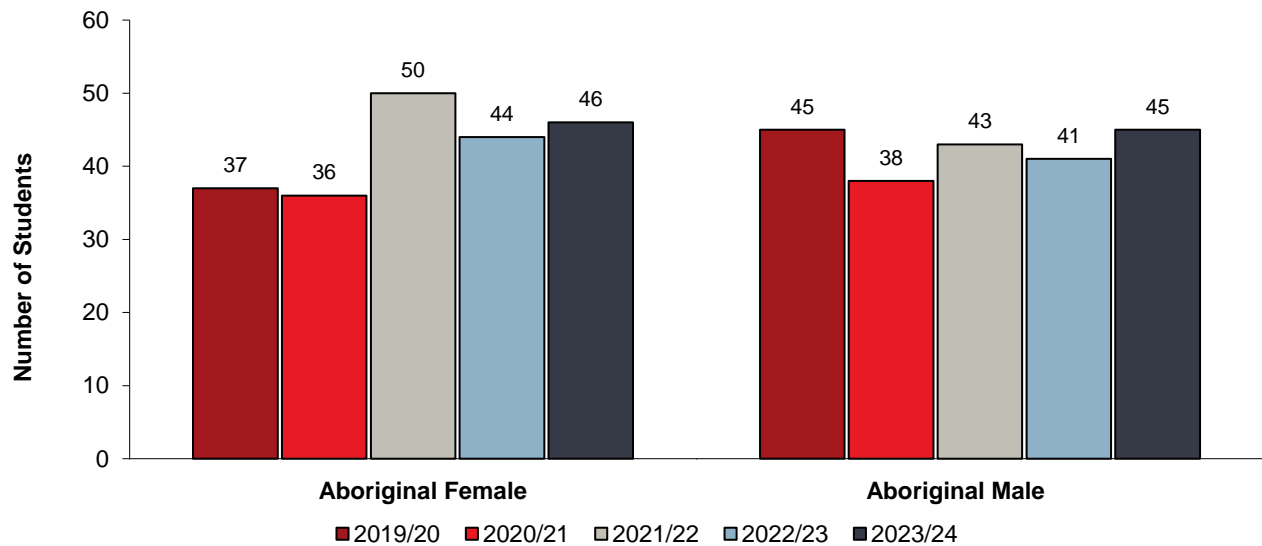


* Public schools only

STUDENTS IN ALTERNATE PROGRAMS

		District						Province *			
		Aboriginal			Non-Aboriginal			Aboriginal		Non-Aboriginal	
School Year	All Students	Female	Male	Total	Female	Male	Total	Female	Male	Female	Male
	#	#	#	#	#	#	#	#	#	#	#
2019/20	172	37	45	82	45	45	90	1,580	1,508	2,114	2,525
2020/21	143	36	38	74	41	28	69	1,430	1,327	1,778	1,830
2021/22	171	50	43	93	38	40	78	1,455	1,265	1,758	1,630
2022/23	179	44	41	85	44	50	94	1,524	1,268	1,997	1,739
2023/24	178	46	45	91	48	39	87	1,577	1,250	2,066	1,828

Number of Aboriginal Students in Alternate Programs - School District



* Public schools only

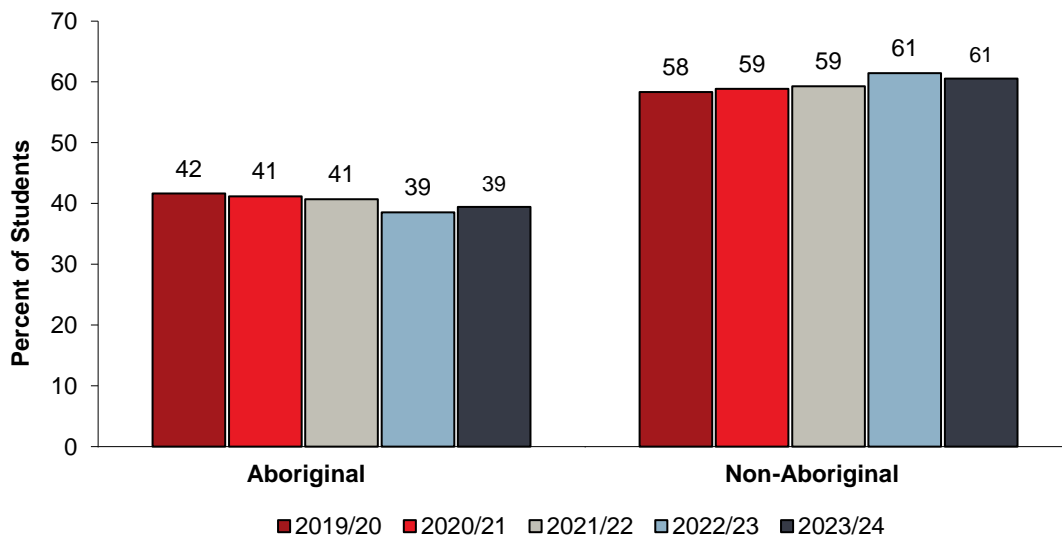
STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (12 DESIGNATIONS)

The Ministry is aligning language with the United Nations Convention on the Rights of Persons with Disabilities, and Human Rights legislation, where “persons with disabilities” is the terminology used. Within the K-12 context, “Students with Disabilities or Diverse Abilities” will replace the term “Special Needs”.

Students with Disabilities or Diverse Abilities may require additional support and accommodations to enable them to access and participate in educational programs. The Ministry has the vision to provide inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity and outcome for all students including students with disabilities or diverse abilities.

School Year	All Students	Aboriginal		Non-Aboriginal	
	Total #	Total #	%	Total #	%
2019/20	694	289	42	405	58
2020/21	690	284	41	406	59
2021/22	757	308	41	449	59
2022/23	802	309	39	493	61
2023/24	905	357	39	548	61

**Percent of Students with Disabilities or Diverse Abilities
(12 Designations)**

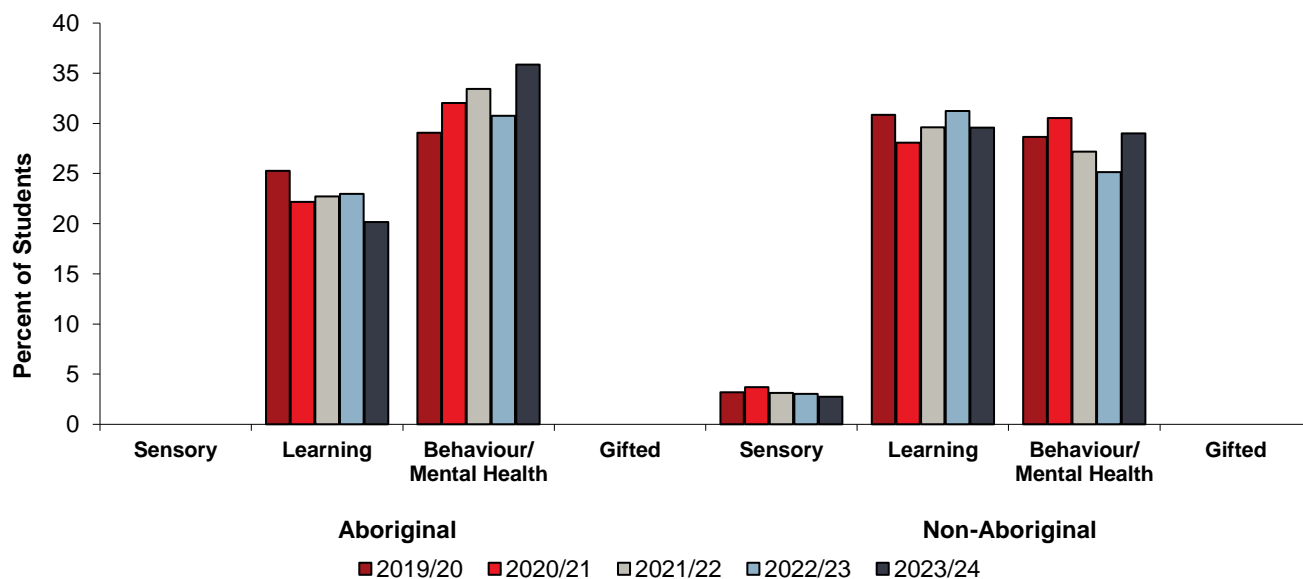


STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

Sensory Designation include E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Designation includes Q (Learning Disability); Behaviour/Mental Health Designations include H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted Designation includes P (Gifted).

School Year	Sensory Designation						Learning Designation				Behaviour/Mental Health Designations				Gifted Designation			
	Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal		Aboriginal		Non-Aboriginal	
	#	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2019/20	289	405	Msk	Msk	13	3	73	25	125	31	84	29	116	29	Msk	Msk	Msk	Msk
2020/21	284	406	Msk	Msk	15	4	63	22	114	28	91	32	124	31	0	0	Msk	Msk
2021/22	308	449	Msk	Msk	14	3	70	23	133	30	103	33	122	27	0	0	Msk	Msk
2022/23	309	493	Msk	Msk	15	3	71	23	154	31	95	31	124	25	0	0	Msk	Msk
2023/24	357	548	Msk	Msk	15	3	72	20	162	30	128	36	159	29	0	0	Msk	Msk

Percent of Students with Disabilities or Diverse Abilities
(Selected Designations)



GRADE DISTRIBUTION OF STUDENTS WITH BEHAVIOUR/MENTAL HEALTH DESIGNATIONS

Behaviour/Mental Health Designations include H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness).

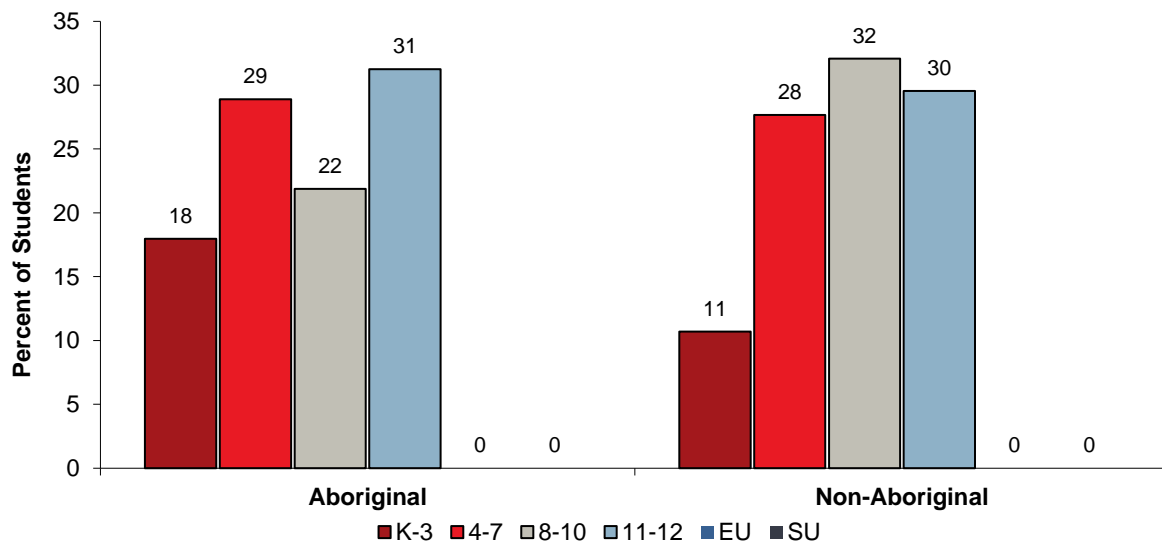
Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	84	13	15	32	38	17	20	22	26	0	0	0	0
2020/21	91	14	15	25	27	27	30	25	27	0	0	0	0
2021/22	103	18	17	22	21	34	33	29	28	0	0	0	0
2022/23	95	19	20	29	31	20	21	27	28	0	0	0	0
2023/24	128	23	18	37	29	28	22	40	31	0	0	0	0

Non-Aboriginal Students

School Year	Total Designations #	K-3		4-7		8-10		11-12		Elementary Ungraded (EU)		Secondary Ungraded (SU)	
		#	%	#	%	#	%	#	%	#	%	#	%
2019/20	116	22	19	36	31	34	29	24	21	0	0	0	0
2020/21	124	21	17	41	33	37	30	25	20	0	0	0	0
2021/22	122	16	13	37	30	39	32	30	25	0	0	0	0
2022/23	124	27	22	33	27	35	28	29	23	0	0	0	0
2023/24	159	17	11	44	28	51	32	47	30	0	0	0	0

**Percent of Students with Behaviour/Mental Health Designations
Grade Distribution 2023/24**



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. While it remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results - as this shift is not expected to significantly impact overall proficiency levels - direct comparison of the third constructed response item in the item level reports is not recommended. In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially affecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

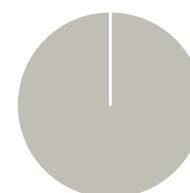
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 4: ABORIGINAL

Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	108	87	Msk	Msk	60	56	Msk	Msk
2020/21	91	82	Msk	Msk	52	57	Msk	Msk
2021/22	83	90	40	48	Msk	Msk	Msk	Msk
2022/23	108	91	Msk	Msk	57	53	Msk	Msk
2023/24	108	95	Msk	Msk	57	53	Msk	Msk



■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

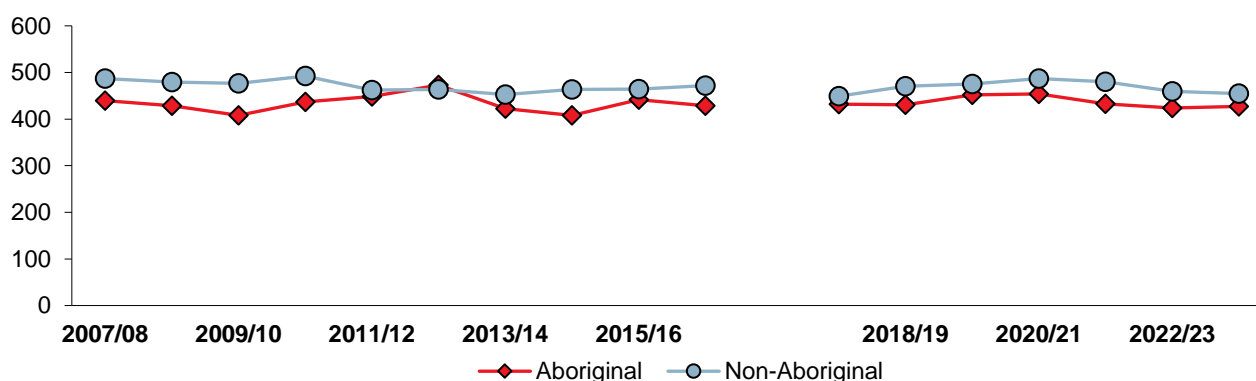
Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	260	93	65	25	167	64	28	11
2020/21	283	88	56	20	186	66	41	14
2021/22	287	96	75	26	175	61	37	13
2022/23	293	97	93	32	182	62	18	6
2023/24	337	96	122	36	187	55	28	8



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Reading/Literacy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 4

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially affecting results.

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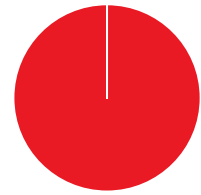
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GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	106	85	52	49	54	51	0	0
2020/21	89	80	Msk	Msk	42	47	Msk	Msk
2021/22	82	89	45	55	37	45	0	0
2022/23	110	92	75	68	Msk	Msk	Msk	Msk
2023/24	108	95	69	64	Msk	Msk	Msk	Msk

Grade 4: Aboriginal

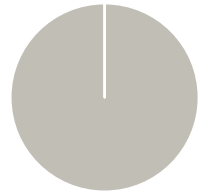


■ Emerging ■ On Track ■ Extending

GRADE 4: NON-ABORIGINAL

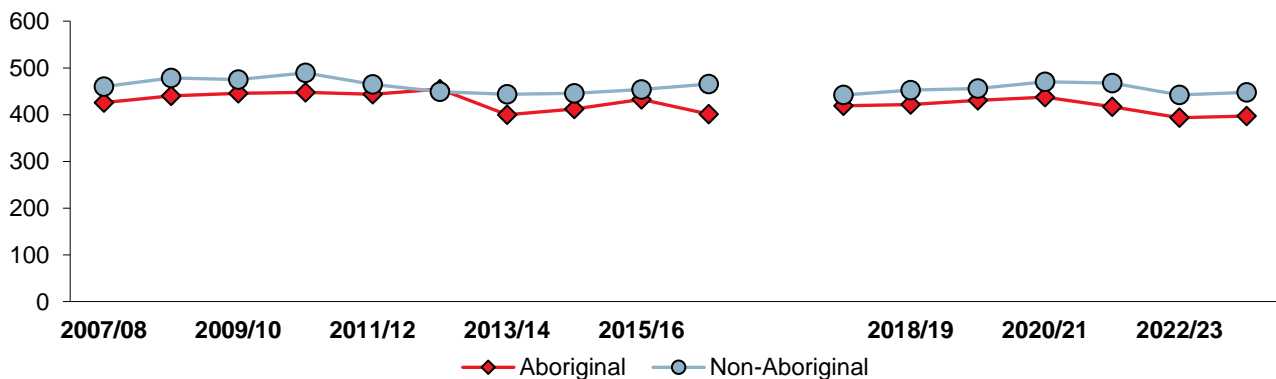
School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	259	93	98	38	149	58	12	5
2020/21	278	86	92	33	172	62	14	5
2021/22	287	96	104	36	171	60	12	4
2022/23	293	97	Msk	Msk	150	51	Msk	Msk
2023/24	337	96	Msk	Msk	187	55	Msk	Msk

Grade 4: Non-Aboriginal



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 4 Numeracy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: READING/LITERACY, GRADE 7

BC Residents

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FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	114	86	Msk	Msk	57	50	Msk	Msk
2020/21	84	66	30	36	54	64	0	0
2021/22	100	94	56	56	44	44	0	0
2022/23	111	87	Msk	Msk	59	53	Msk	Msk
2023/24	98	90	52	53	Msk	Msk	Msk	Msk

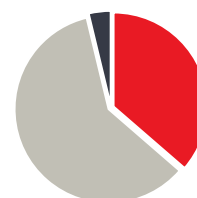


■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

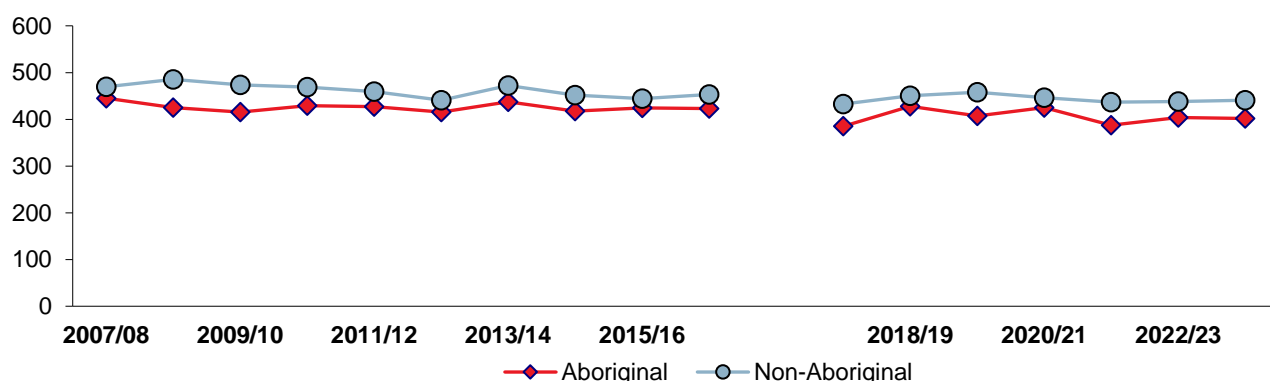
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	270	88	Msk	Msk	195	72	Msk	Msk
2020/21	265	81	81	31	171	65	13	5
2021/22	304	93	Msk	Msk	198	65	Msk	Msk
2022/23	263	93	Msk	Msk	163	62	Msk	Msk
2023/24	319	96	116	36	191	60	12	4



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Reading/Literacy



FOUNDATION SKILLS ASSESSMENT (FSA) RESULTS: NUMERACY, GRADE 7

BC Residents

FSA 2021/22: Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy. Participation rates for the FSA 2021/22 continue to be impacted by the COVID-19 pandemic, potentially affecting results.

FSA 2020/21: Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the 2020/21 results to other years.

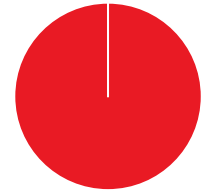
The FSA uses three levels to describe student performance. In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are Emerging → On Track → Extending. For more information, please visit the FSA website:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/foundation-skills-assessment>

GRADE 7: ABORIGINAL

Grade 7: Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	111	84	76	68	Msk	Msk	Msk	Msk
2020/21	79	62	44	56	Msk	Msk	Msk	Msk
2021/22	96	91	51	53	Msk	Msk	Msk	Msk
2022/23	107	84	66	62	Msk	Msk	Msk	Msk
2023/24	99	91	63	64	Msk	Msk	Msk	Msk



■ Emerging ■ On Track ■ Extending

GRADE 7: NON-ABORIGINAL

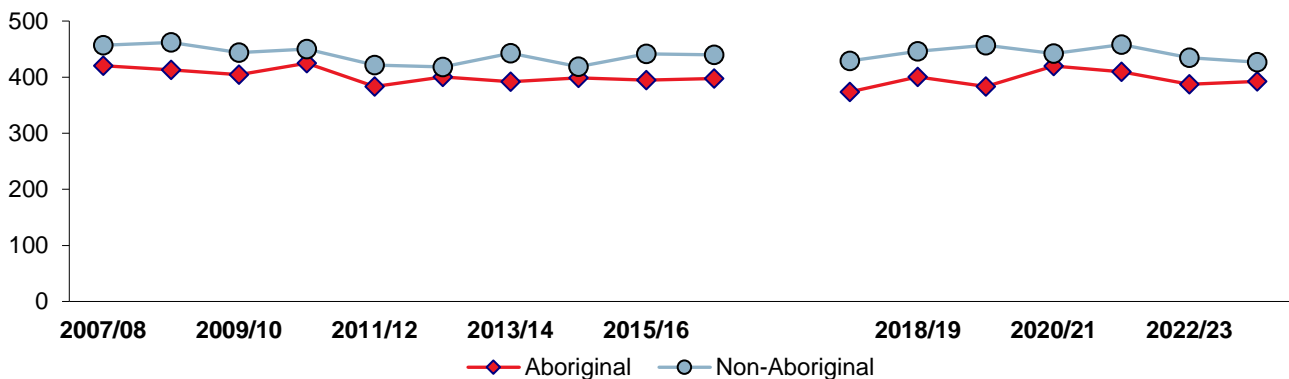
Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Emerging		On Track		Extending	
			#	%	#	%	#	%
2019/20	266	87	112	42	133	50	21	8
2020/21	272	83	127	47	126	46	19	7
2021/22	302	92	116	38	159	53	27	9
2022/23	255	90	122	48	122	48	11	4
2023/24	319	96	161	50	147	46	11	3



■ Emerging ■ On Track ■ Extending

Average FSA Scaled Score - Grade 7 Numeracy



GRADE 10 NUMERACY ASSESSMENT

BC Residents

The Grade 10 Numeracy Assessment is a provincial assessment that assesses student proficiency in numeracy. It is a graduation requirement and students take the assessment in their Grade 10 year. The assessment focuses on the application of mathematical concepts learned across multiple subjects from Kindergarten to Grade 10. It requires students to solve problems by using five numeracy processes: interpret, apply, solve, analyze and communicate. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/grade-10-numeracy-assessment>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Numeracy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Numeracy 10 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	26	93	34	37	40	43	Msk	Msk	Msk	Msk
Non-Aboriginal	33	303	Msk	Msk	119	39	98	32	Msk	Msk

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	44	117	56	48	47	40	14	12	0	0
Non-Aboriginal	76	426	111	26	201	47	Msk	Msk	Msk	Msk

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	49	66	16	24	36	55	14	21	0	0
Non-Aboriginal	60	224	42	19	93	42	78	35	11	5

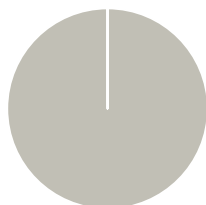
2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	60	99	28	28	53	54	Msk	Msk	Msk	Msk
Non-Aboriginal	81	367	58	16	163	44	124	34	22	6

2023/24 Grade 10

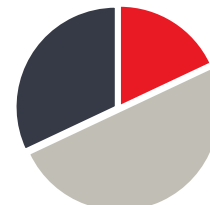
Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	69	95	Msk	Msk	52	55	21	22	Msk	Msk
Non-Aboriginal	89	347	62	18	175	50	97	28	13	4

Numeracy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Numeracy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 10 LITERACY ASSESSMENT

BC Residents

The Grade 10 Literacy Assessment is a provincial assessment that assesses student proficiency in Literacy. This assessment was introduced in 2019/20 school year. It is a graduation requirement and students take the assessment in their Grade 10 year. It assesses student ability to use critical thinking and analysis to make meaning from a diverse array of texts. The assessment is not based on a particular course, but on learning across multiple subjects, from kindergarten to Grade 10. It also assesses the ability of students to communicate their ideas. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-10-literacy-assessment>

Participation Rate (new):

Denominator: All grade 10 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 10 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 10 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

2019/20 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	32	32	0	0	Msk	Msk	16	50	Msk	Msk
Non-Aboriginal	48	129	Msk	Msk	34	26	91	71	Msk	Msk

2020/21 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	47	91	23	25	30	33	38	42	0	0
Non-Aboriginal	72	305	18	6	89	29	170	56	28	9

2021/22 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	59	76	Msk	Msk	Msk	Msk	42	55	0	0
Non-Aboriginal	74	283	14	5	64	23	190	67	15	5

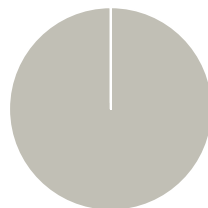
2022/23 Grade 10

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	69	108	Msk	Msk	49	45	46	43	Msk	Msk
Non-Aboriginal	84	342	16	5	90	26	211	62	25	7

2023/24 Grade 10

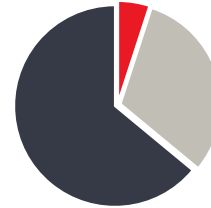
Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	66	82	Msk	Msk	29	35	42	51	Msk	Msk
Non-Aboriginal	88	325	15	5	101	31	199	61	10	3

Literacy 10 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 10 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

GRADE 12 LITERACY ASSESSMENT

BC Residents

The Grade 12 Literacy Assessment is a provincial measure that assesses student proficiency in Literacy. It is a graduation requirement and completed during students' Grade 12 year. This assessment was introduced in 2021/22 school year. It assesses a students' ability to use critical and reflective thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas, or those found in the texts. The assessment is not based on a particular subject matter or course, but rather on learning across multiple subjects from kindergarten to Grade 12. For further information, please visit:

<https://curriculum.gov.bc.ca/assessment/literacy-assessment/grade-12-literacy-assessment>

Participation Rate (new):

Denominator: All grade 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count).

Numerator: Count of students from the denominator who took Literacy 12 assessment in a specific school year.

Performance Indicators (new):

Denominator: Include all students who took Literacy 12 in a school year regardless of their grades.

(Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).

2021/22 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	56	70	Msk	Msk	23	33	38	54	Msk	Msk
Non-Aboriginal	80	239	Msk	Msk	50	21	161	67	Msk	Msk

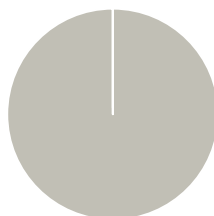
2022/23 Grade 12

Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	47	52	Msk	Msk	13	25	31	60	Msk	Msk
Non-Aboriginal	82	256	Msk	Msk	46	18	164	64	Msk	Msk

2023/24 Grade 12

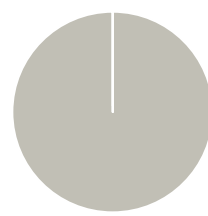
Demographic Group	Participation %	Writers #	Emerging		Performance Developing		Proficient		Extending	
			#	%	#	%	#	%	#	%
Aboriginal	48	64	Msk	Msk	20	31	38	59	Msk	Msk
Non-Aboriginal	86	285	Msk	Msk	46	16	201	71	Msk	Msk

Literacy 12 2023/24: Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

Literacy 12 2023/24: Non-Aboriginal



■ Emerging ■ Developing ■ Proficient or Extending

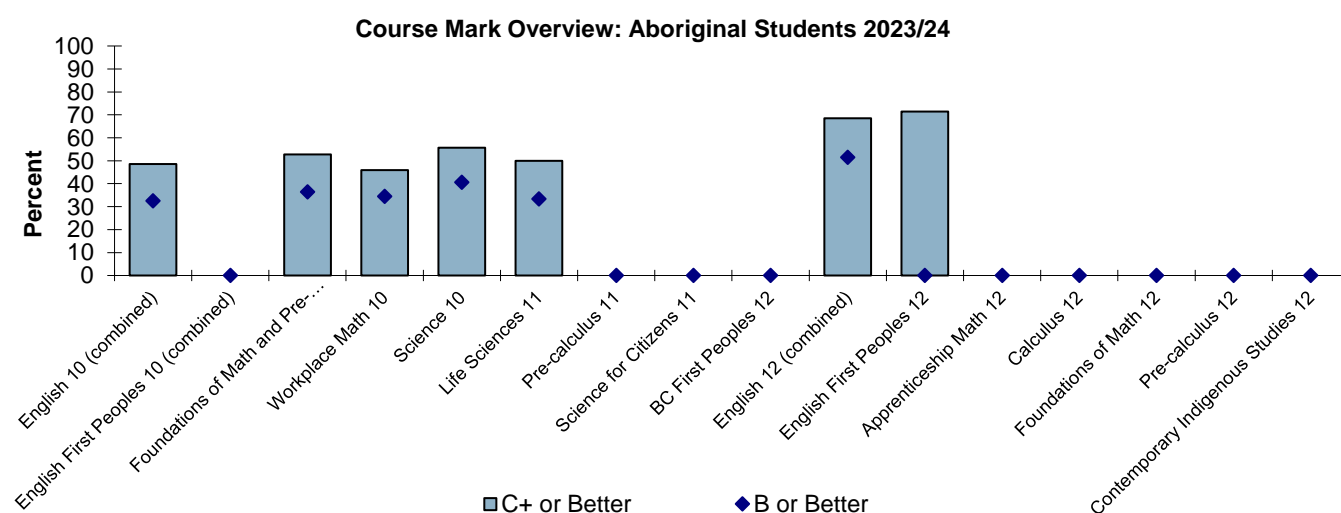
COURSE MARK RESULTS 2023/24: OVERVIEW

BC Residents

British Columbia's redesigned curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning. These approaches complement each other because of their common focus on active engagement of students. The redesign of curriculum maintains a focus on sound foundations of literacy and numeracy while supporting the development of citizens who are capable thinkers and communicators, and who are personally and socially competent in all areas of their lives.

When drafting curricula, the First Peoples Principles of Learning provided a crucial lens for teacher teams, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in curriculum in authentic and meaningful ways. Curriculum material was reviewed by Ministry staff as well as by Aboriginal teachers and other experts such as the First Nations Education Steering Committee (FNESC).

	Aboriginal					Non-Aboriginal				
	Course Mark Count #	C+ or Better # %		B or Better # %		Course Mark Count #	C+ or Better # %		B or Better # %	
English 10 (combined)*	200	97	49	65	33	639	403	63	304	48
English First Peoples 10 (combined)*	10	Msk	Msk	Msk	Msk	11	Msk	Msk	Msk	Msk
Foundations of Math and Pre-calculus 10	55	29	53	20	36	235	148	63	118	50
Workplace Math 10	61	28	46	21	34	126	60	48	49	39
Science 10	106	59	56	43	41	336	232	69	184	55
Life Sciences 11	30	15	50	10	33	95	57	60	47	49
Pre-calculus 11	22	Msk	Msk	Msk	Msk	129	104	81	95	74
Science for Citizens 11	14	Msk	Msk	Msk	Msk	35	27	77	19	54
BC First Peoples 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
English 12 (combined)*	70	48	69	36	51	286	237	83	194	68
English First Peoples 12	14	10	71	Msk	Msk	34	27	79	20	59
Apprenticeship Math 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Calculus 12	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk
Foundations of Math 12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Pre-calculus 12	Msk	Msk	Msk	Msk	Msk	70	57	81	50	71
Contemporary Indigenous Studies 12	13	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk



Note:

For combined courses (as marked), the course mark count will be greater than the student count.

English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.

English First Peoples 10 (combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

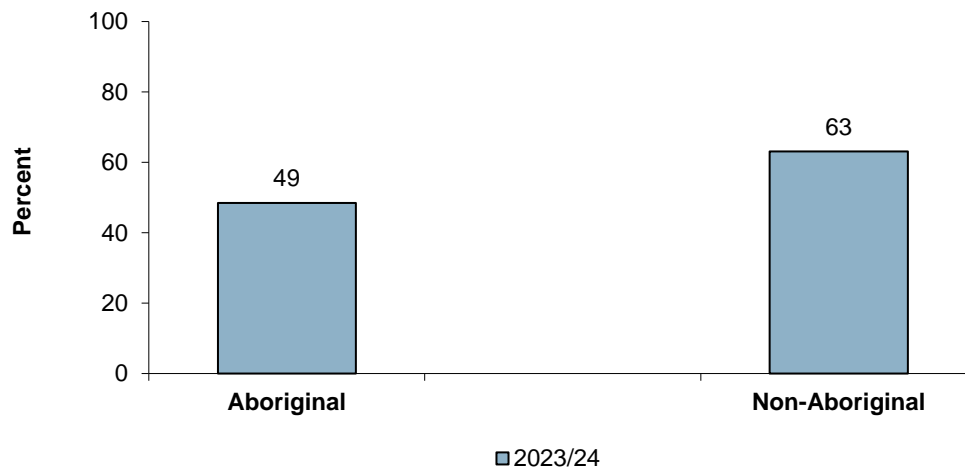
COURSE MARKS: ENGLISH 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	316	177	56	136	43	963	713	74	560	58	
2020/21	145	74	51	45	31	483	402	83	313	65	
2021/22	171	101	59	81	47	598	456	76	384	64	
2022/23	189	77	41	50	26	620	433	70	342	55	
2023/24	200	97	49	65	33	639	403	63	304	48	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	316	94	264	52	963	269	885	78	
2020/21	145	103	126	19	483	267	456	27	
2021/22	171	103	148	23	598	304	553	45	
2022/23	189	122	169	20	620	327	573	47	
2023/24	200	121	170	30	639	350	605	34	

English 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

English 10 (combined) includes Composition 10, Creative Writing 10, Literary Studies 10, New Media 10 and Spoken Language 10.

These courses carry 2 credits each and students are expected to take 2 courses.

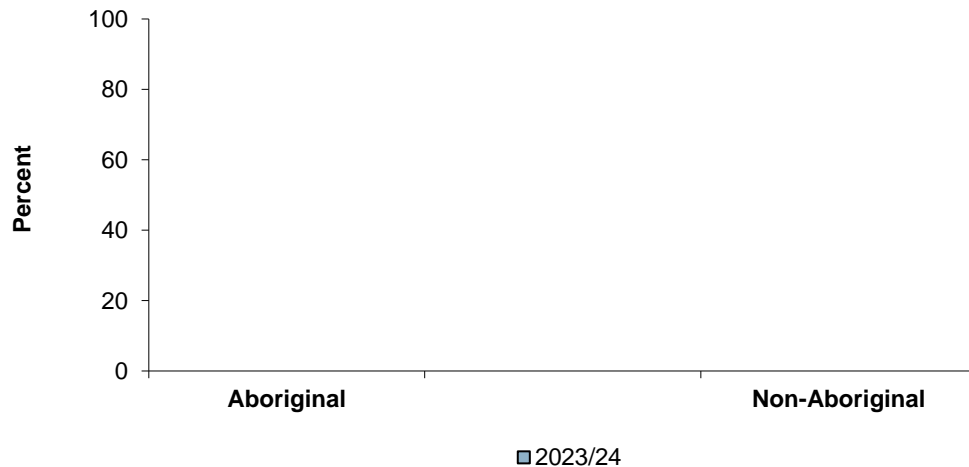
COURSE MARKS: ENGLISH FIRST PEOPLES 10 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	57	32	56	24	42	180	137	76	106	59	
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	
2021/22	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2023/24	10	Msk	Msk	Msk	Msk	11	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	57	94	Msk	Msk	180	269	167	13	
2020/21	Msk	103	Msk	Msk	-	267	-	-	
2021/22	Msk	103	Msk	Msk	-	304	-	-	
2022/23	Msk	122	Msk	Msk	Msk	327	Msk	Msk	
2023/24	10	121	Msk	Msk	11	350	11	0	

English First Peoples 10 (combined): C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

English First Peoples 10 (Combined) includes EFP Literary Studies 10, EFP New Media 10, EFP Spoken Language 10 and EFP Writing 10.

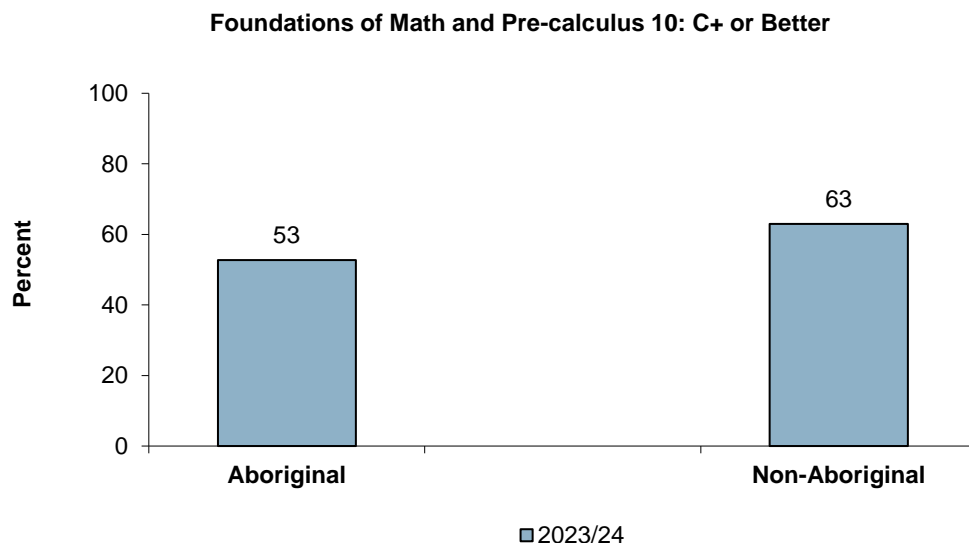
These courses carry 2 credits each and students are expected to take 2 courses.

COURSE MARKS: FOUNDATIONS OF MATH AND PRE-CALCULUS 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	99	59	60	43	43	433	288	67	239	55	
2020/21	40	19	48	17	43	214	155	72	128	60	
2021/22	41	21	51	16	39	220	154	70	134	61	
2022/23	43	28	65	19	44	218	152	70	129	59	
2023/24	55	29	53	20	36	235	148	63	118	50	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	99	94	85	14	433	269	408	25	
2020/21	40	103	Msk	Msk	214	267	201	13	
2021/22	41	103	Msk	Msk	220	304	202	18	
2022/23	43	122	Msk	Msk	218	327	193	25	
2023/24	55	121	Msk	Msk	235	350	224	11	



Note:

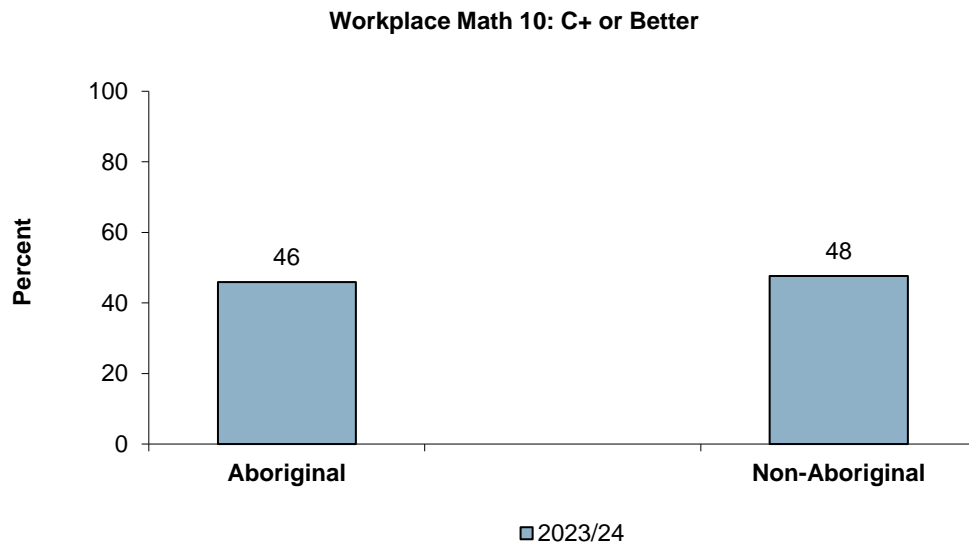
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: WORKPLACE MATH 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	81	35	43	25	31	142	62	44	47	33	
2020/21	56	27	48	21	38	69	44	64	35	51	
2021/22	61	29	48	21	34	91	48	53	41	45	
2022/23	61	32	52	23	38	108	49	45	32	30	
2023/24	61	28	46	21	34	126	60	48	49	39	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	81	94	55	26	142	269	93	49	
2020/21	56	103	38	18	69	267	52	17	
2021/22	61	103	40	21	91	304	73	18	
2022/23	61	122	45	16	108	327	88	20	
2023/24	61	121	44	17	126	350	106	20	



Note:

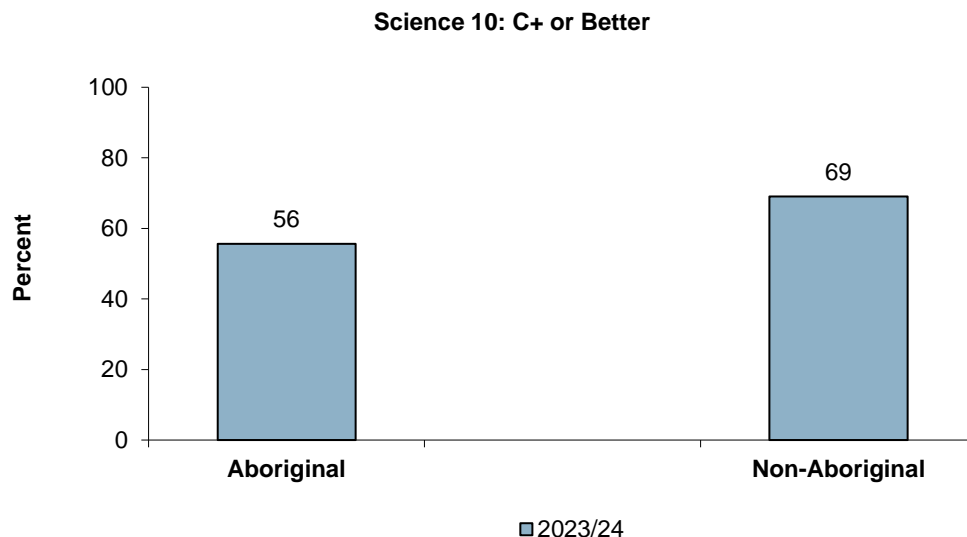
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: SCIENCE 10

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	172	86	50	66	38	558	380	68	326	58	
2020/21	79	37	47	22	28	258	180	70	153	59	
2021/22	94	47	50	41	44	300	210	70	181	60	
2022/23	98	48	49	34	35	298	191	64	166	56	
2023/24	106	59	56	43	41	336	232	69	184	55	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 10 Students *	Course Mark Count		Course Mark Count #	Total Gr 10 Students *	Course Mark Count		
		#	Gr 10 #	Non-Gr 10 #		#	Gr 10 #	Non-Gr 10 #	
2019/20	172	94	145	27	558	269	502	56	
2020/21	79	103	62	17	258	267	237	21	
2021/22	94	103	77	17	300	304	279	21	
2022/23	98	122	80	18	298	327	277	21	
2023/24	106	121	94	12	336	350	315	21	



Note:

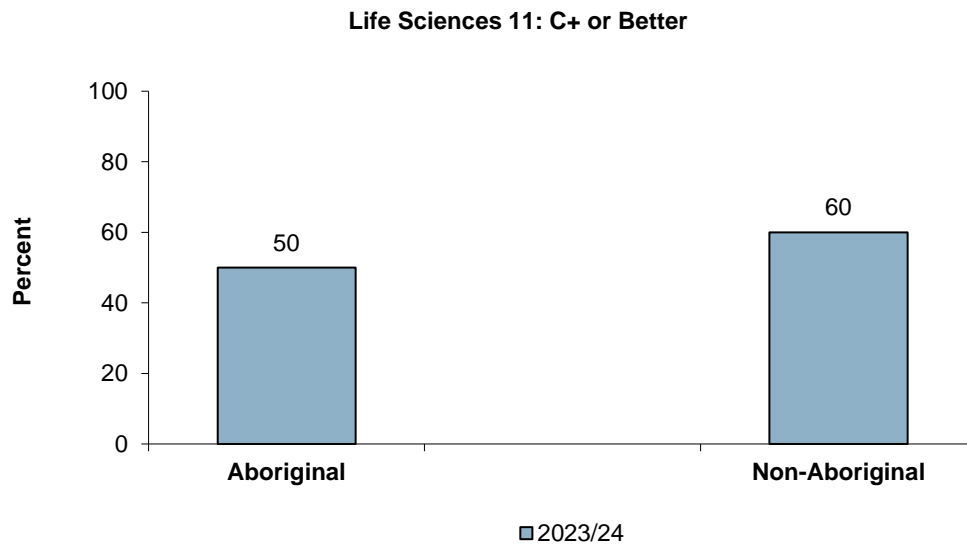
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: LIFE SCIENCES 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	35	21	60	17	49	130	94	72	85	65	
2020/21	28	19	68	18	64	131	110	84	97	74	
2021/22	26	18	69	13	50	89	68	76	58	65	
2022/23	25	17	68	14	56	124	88	71	76	61	
2023/24	30	15	50	10	33	95	57	60	47	49	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	35	118	Msk	Msk	130	322	99	31	
2020/21	28	101	Msk	Msk	131	282	94	37	
2021/22	26	103	Msk	Msk	89	274	78	11	
2022/23	25	97	Msk	Msk	124	317	101	23	
2023/24	30	119	18	12	95	322	76	19	



Note:

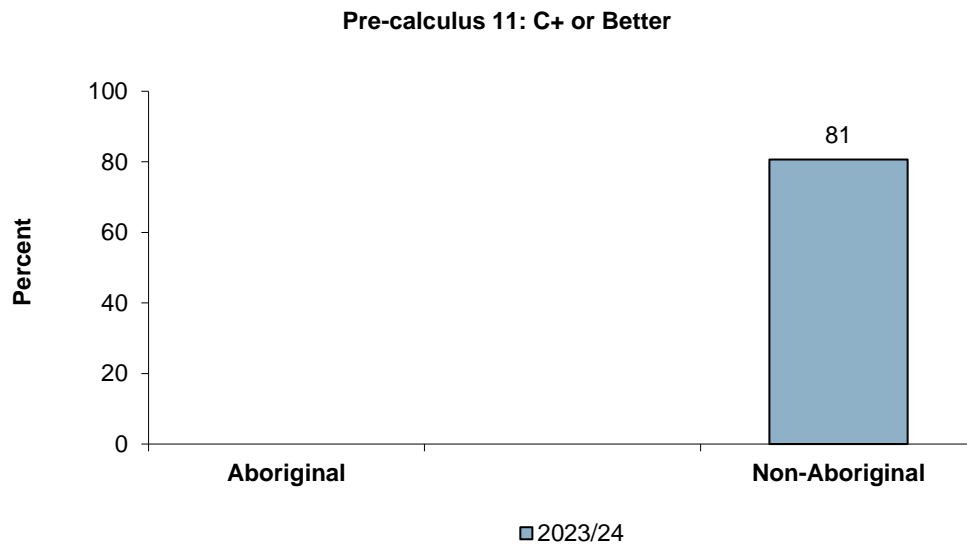
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	47	39	83	26	55	285	233	82	210	74	
2020/21	22	18	82	17	77	158	132	84	117	74	
2021/22	20	12	60	10	50	123	88	72	75	61	
2022/23	19	13	68	11	58	152	96	63	77	51	
2023/24	22	Msk	Msk	Msk	Msk	129	104	81	95	74	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 11 Students *	Course Mark Count		Course Mark Count #	Total Gr 11 Students *	Course Mark Count		
		#	Gr 11 #	Non-Gr 11 #		#	Gr 11 #	Non-Gr 11 #	
2019/20	47	118	Msk	Msk	285	322	261	24	
2020/21	22	101	Msk	Msk	158	282	130	28	
2021/22	20	103	Msk	Msk	123	274	109	14	
2022/23	19	97	Msk	Msk	152	317	130	22	
2023/24	22	119	Msk	Msk	129	322	100	29	



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

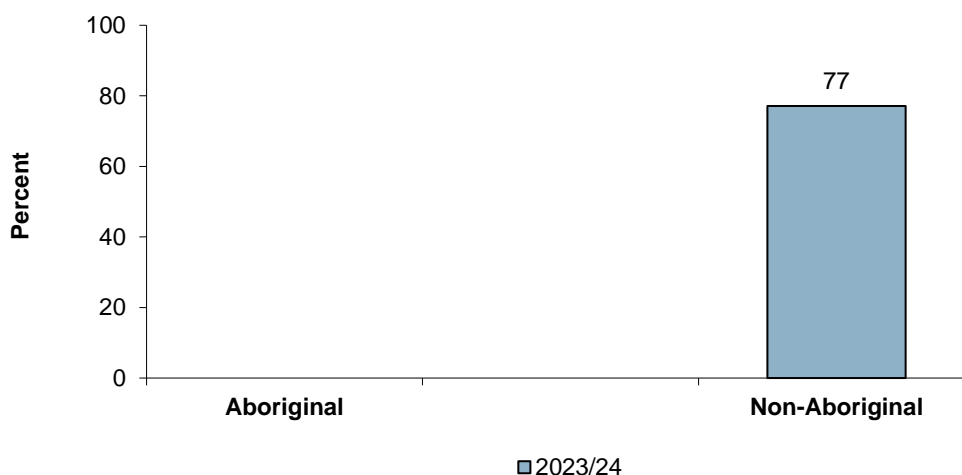
COURSE MARKS: SCIENCE FOR CITIZENS 11

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	24	Msk	Msk	Msk	Msk	
2020/21	10	Msk	Msk	Msk	Msk	14	Msk	Msk	Msk	Msk	
2021/22	Msk	Msk	Msk	Msk	Msk	25	20	80	17	68	
2022/23	11	Msk	Msk	Msk	Msk	40	27	68	25	63	
2023/24	14	Msk	Msk	Msk	Msk	35	27	77	19	54	

Aboriginal					Non-Aboriginal			
	Course	Total Gr 11	Course Mark Count			Total Gr 11	Course Mark Count	
School Year	Mark Count #	Students * #	Gr 11 #	Non-Gr 11 #	Mark Count #	Students * #	Gr 11 #	Non-Gr 11 #
2019/20	Msk	118	Msk	Msk	24	322	14	10
2020/21	10	101	10	0	14	282	Msk	Msk
2021/22	Msk	103	Msk	Msk	25	274	Msk	Msk
2022/23	11	97	Msk	Msk	40	317	Msk	Msk
2023/24	14	119	Msk	Msk	35	322	Msk	Msk

Science for Citizens 11: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

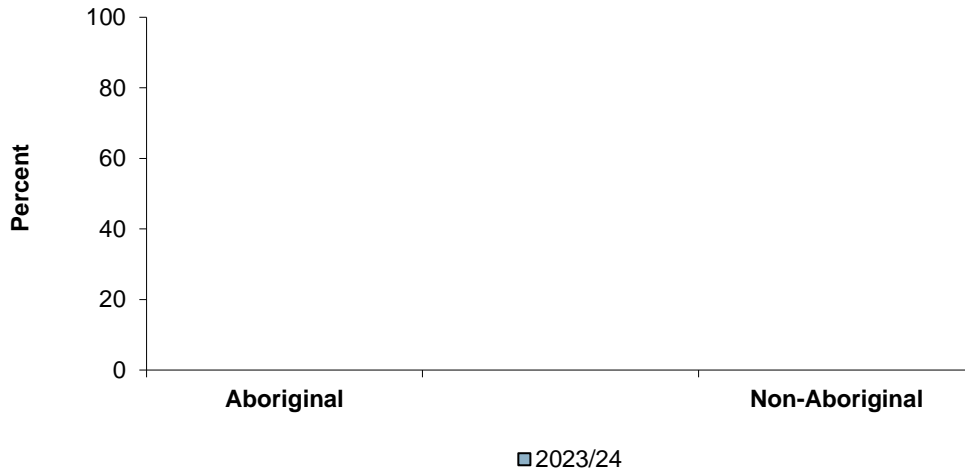
COURSE MARKS: BC FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	-	-	-	-	-	-	-	-	-	-	
2020/21	-	-	-	-	-	-	-	-	-	-	
2021/22	-	-	-	-	-	-	-	-	-	-	
2022/23	-	-	-	-	-	-	-	-	-	-	
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	-	138	-	-	-	400	-	-	
2020/21	-	154	-	-	-	372	-	-	
2021/22	-	131	-	-	-	304	-	-	
2022/23	-	118	-	-	-	310	-	-	
2023/24	-	130	-	-	Msk	339	Msk	Msk	

BC First Peoples 12: C+ or Better



Note:

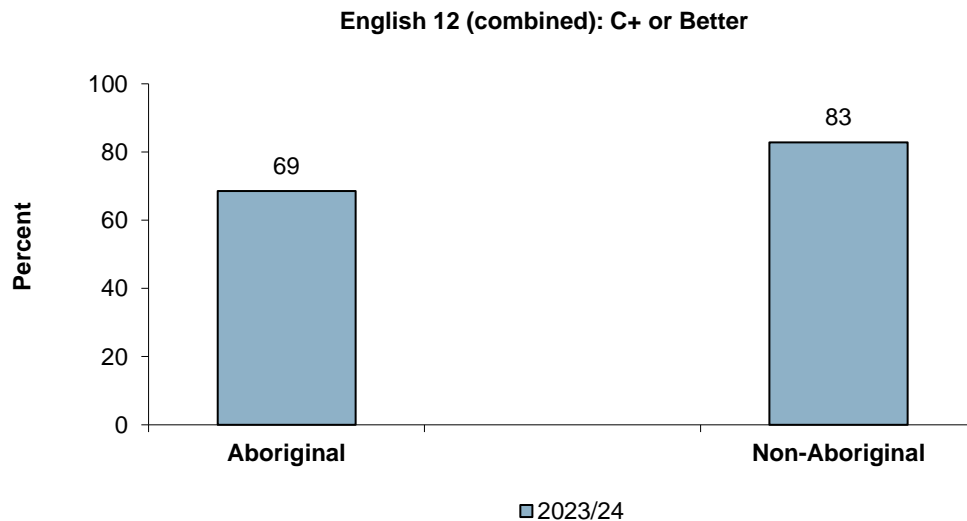
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: ENGLISH 12 (COMBINED)

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	81	57	70	42	52	330	265	80	220	67	
2020/21	97	76	78	57	59	310	273	88	239	77	
2021/22	72	45	63	35	49	231	189	82	153	66	
2022/23	61	32	52	25	41	269	202	75	169	63	
2023/24	70	48	69	36	51	286	237	83	194	68	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	81	138	Msk	Msk	330	400	313	17	
2020/21	97	154	Msk	Msk	310	372	291	19	
2021/22	72	131	Msk	Msk	231	304	Msk	Msk	
2022/23	61	118	Msk	Msk	269	310	259	10	
2023/24	70	130	Msk	Msk	286	339	276	10	



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

English 12 (combined) includes Composition 12, Creative Writing 12, English Studies 12, Literary Studies 12, New Media 12 and Spoken Language 12.

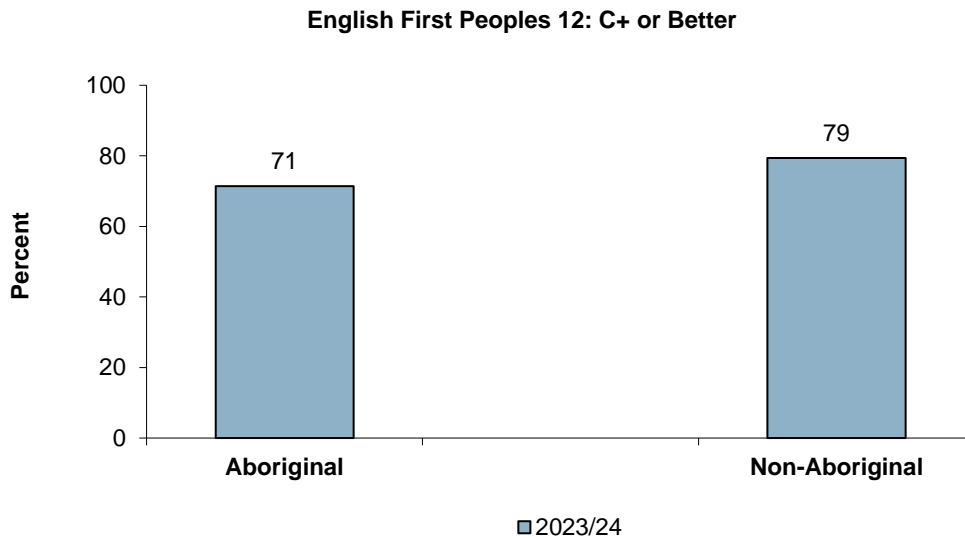
English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

COURSE MARKS: ENGLISH FIRST PEOPLES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	-	-	-	-	-	-	-	-	-	-	
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2021/22	15	Msk	Msk	Msk	Msk	20	20	100	17	85	
2022/23	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2023/24	14	10	71	Msk	Msk	34	27	79	20	59	

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count		
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12	
	#	#	#	#	#	#	#	#	
2019/20	-	138	-	-	-	400	-	-	
2020/21	Msk	154	Msk	Msk	Msk	372	Msk	Msk	
2021/22	15	131	Msk	Msk	20	304	20	0	
2022/23	Msk	118	Msk	Msk	Msk	310	Msk	Msk	
2023/24	14	130	14	0	34	339	Msk	Msk	



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated. English Studies 12 or English First Peoples 12 is required for all students. All other English 12 course offerings are available as electives.

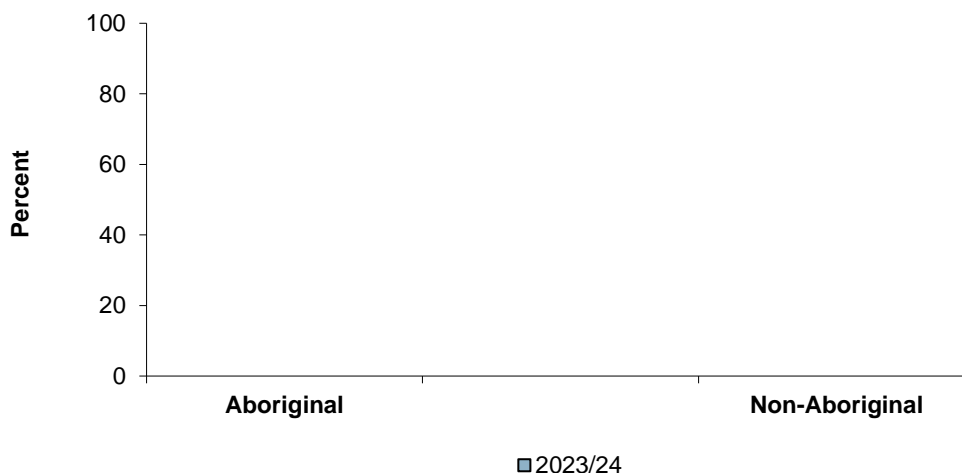
COURSE MARKS: APPRENTICESHIP MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	#	%	#	%
2019/20	-	-	-	-	-	-	-	-	-	-	
2020/21	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	
2021/22	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	
2022/23	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal				
School Year	Course Mark Count #	Total Gr 12 Students *	Course Mark Count		Course Mark Count #	Total Gr 12 Students *	Course Mark Count		
		#	Gr 12 #	Non-Gr 12 #		#	Gr 12 #	Non-Gr 12 #	
2019/20	-	138	-	-	-	400	-	-	
2020/21	-	154	-	-	Msk	372	Msk	Msk	
2021/22	Msk	131	Msk	Msk	Msk	304	Msk	Msk	
2022/23	-	118	-	-	Msk	310	Msk	Msk	
2023/24	-	130	-	-	Msk	339	Msk	Msk	

Apprenticeship Math 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

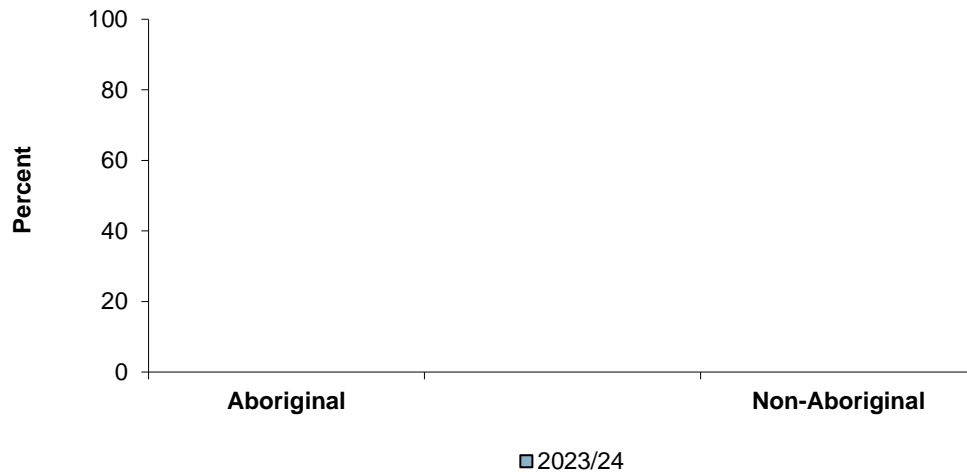
COURSE MARKS: CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%		#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	22	18	82	18	82	
2020/21	-	-	-	-	-	20	19	95	19	95	
2021/22	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	
2022/23	Msk	Msk	Msk	Msk	Msk	15	12	80	11	73	
2023/24	-	-	-	-	-	Msk	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count		
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12	
	#	#	#	#	#	#	#	#	
2019/20	Msk	138	Msk	Msk	22	400	22	0	
2020/21	-	154	-	-	20	372	20	0	
2021/22	-	131	-	-	Msk	304	Msk	Msk	
2022/23	Msk	118	Msk	Msk	15	310	15	0	
2023/24	-	130	-	-	Msk	339	Msk	Msk	

Calculus 12: C+ or Better



Note:

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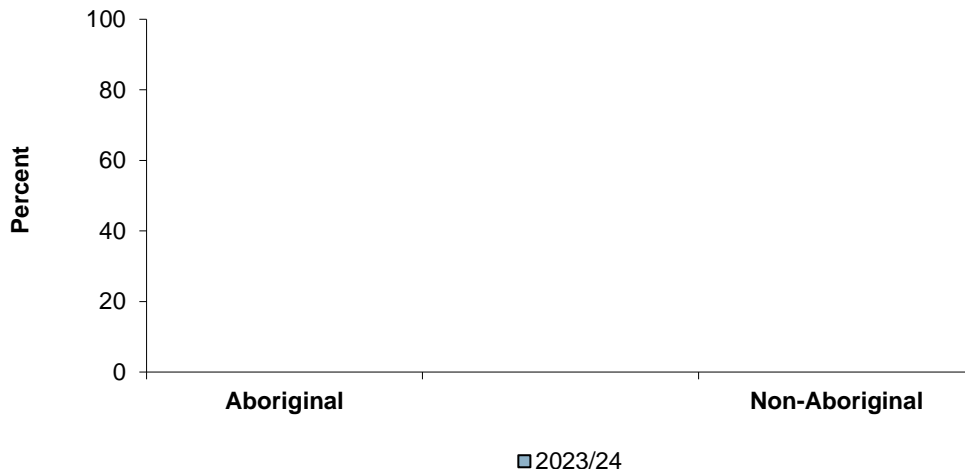
COURSE MARKS: FOUNDATIONS OF MATH 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	Msk	Msk	Msk	Msk	Msk	32	25	78	20	63	
2020/21	Msk	Msk	Msk	Msk	Msk	30	28	93	23	77	
2021/22	Msk	Msk	Msk	Msk	Msk	18	14	78	11	61	
2022/23	Msk	Msk	Msk	Msk	Msk	12	Msk	Msk	Msk	Msk	
2023/24	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal			
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count	
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12
	#	#	#	#	#	#	#	#
2019/20	Msk	138	Msk	Msk	32	400	Msk	Msk
2020/21	Msk	154	Msk	Msk	30	372	30	0
2021/22	Msk	131	Msk	Msk	18	304	Msk	Msk
2022/23	Msk	118	Msk	Msk	12	310	Msk	Msk
2023/24	Msk	130	Msk	Msk	Msk	339	Msk	Msk

Foundations of Math 12: C+ or Better



Note:

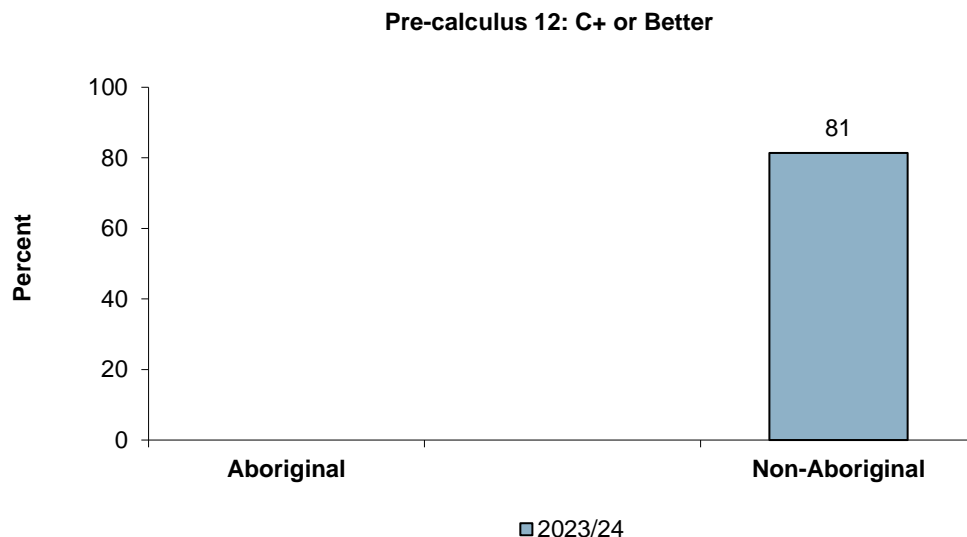
* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

COURSE MARKS: PRE-CALCULUS 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course	C+ or Better		B or Better		Course	C+ or Better		B or Better		
	Mark Count					Mark Count					
	#	#	%	#	%	#	#	%	#	%	
2019/20	17	13	76	13	76	103	84	82	74	72	
2020/21	13	11	85	10	77	110	98	89	88	80	
2021/22	12	Msk	Msk	Msk	Msk	78	63	81	52	67	
2022/23	Msk	Msk	Msk	Msk	Msk	63	49	78	47	75	
2023/24	Msk	Msk	Msk	Msk	Msk	70	57	81	50	71	

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 12	Course Mark Count		Course Mark Count	Total Gr 12	Course Mark Count		
	Mark Count	Students *	Gr 12	Non-Gr 12		Students *	Gr 12	Non-Gr 12	
	#	#	#	#		#	#	#	
2019/20	17	138	Msk	Msk	103	400	92	11	
2020/21	13	154	13	0	110	372	Msk	Msk	
2021/22	12	131	Msk	Msk	78	304	Msk	Msk	
2022/23	Msk	118	Msk	Msk	63	310	Msk	Msk	
2023/24	Msk	130	Msk	Msk	70	339	Msk	Msk	



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

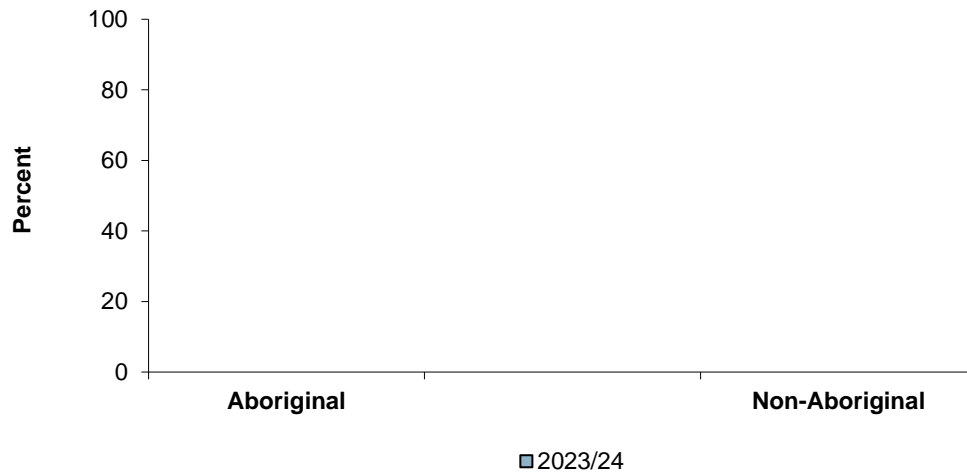
COURSE MARKS: CONTEMPORARY INDIGENOUS STUDIES 12

BC Residents

Aboriginal						Non-Aboriginal					
School Year	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better		
	#	#	%	#	%	#	#	%	#	%	
2019/20	-	-	-	-	-	-	-	-	-	-	
2020/21	-	-	-	-	-	-	-	-	-	-	
2021/22	-	-	-	-	-	-	-	-	-	-	
2022/23	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-	
2023/24	13	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	

Aboriginal					Non-Aboriginal				
School Year	Course	Total Gr 12	Course Mark Count		Course	Total Gr 12	Course Mark Count		
	Mark Count	Students *	Gr 12	Non-Gr 12	Mark Count	Students *	Gr 12	Non-Gr 12	
	#	#	#	#	#	#	#	#	
2019/20	-	138	-	-	-	400	-	-	
2020/21	-	154	-	-	-	372	-	-	
2021/22	-	131	-	-	-	304	-	-	
2022/23	Msk	118	Msk	Msk	-	310	-	-	
2023/24	13	130	Msk	Msk	Msk	339	Msk	Msk	

Contemporary Indigenous Studies 12: C+ or Better



Note:

* Data represent only those students who are enrolled and in attendance in September or February of year indicated.

FIRST NATIONS LANGUAGES COURSES (GRADE 10-12) 2019/20 - 2023/24

BC Residents

There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/curriculum/indigenous-languages>

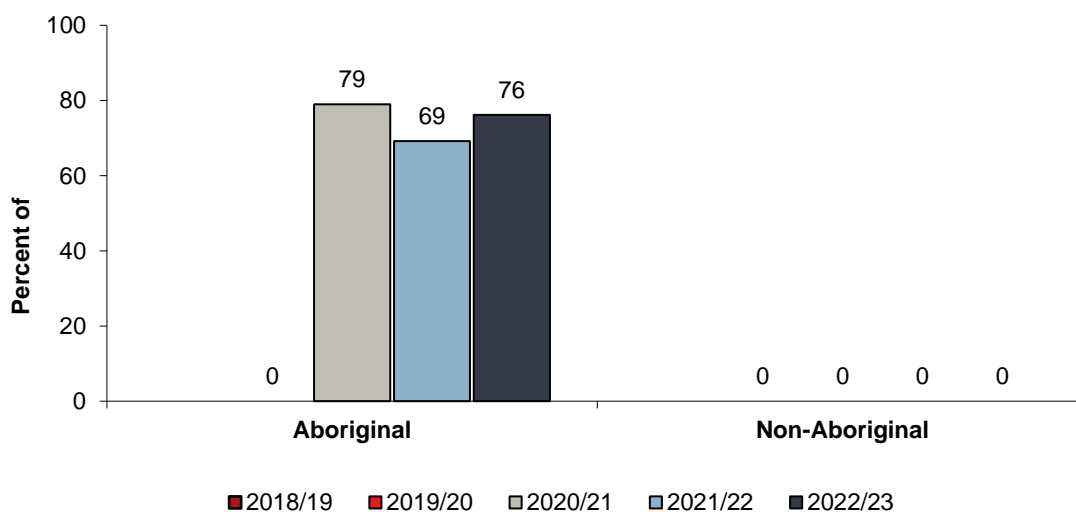
There are currently 20 approved First Nations languages courses. Courses where no students were enrolled during the 2023/24 school year are omitted from the following list. Some school districts may offer other Aboriginal language courses, which are not covered in this report.

	Aboriginal					Non-Aboriginal				
	Course Mark Count	C+ or Better		B or Better		Course Mark Count	C+ or Better		B or Better	
		#	%	#	%		#	%	#	%
2019/20	12	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	-	-	-	-	-
2021/22	19	15	79	15	79	-	-	-	-	-
2022/23	26	18	69	15	58	-	-	-	-	-
2023/24	21	16	76	11	52	Msk	Msk	Msk	Msk	Msk

List of First Nations Languages Courses in District:

Kwak'wala

First Nations Languages Courses: C+ or Better



Note:

- ' represents No data

The First Nations languages in this report are listed as they are represented in Integrated Resource Packages submitted to the Ministry of Education and Child Care for curriculum approval. The Ministry acknowledges that the spelling for these languages may not reflect how a First Nation currently represents their language.

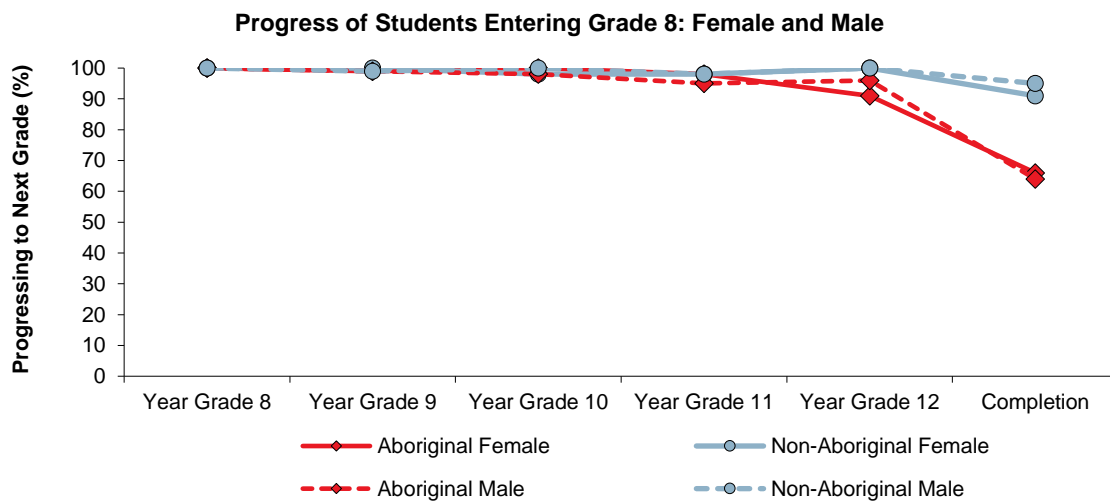
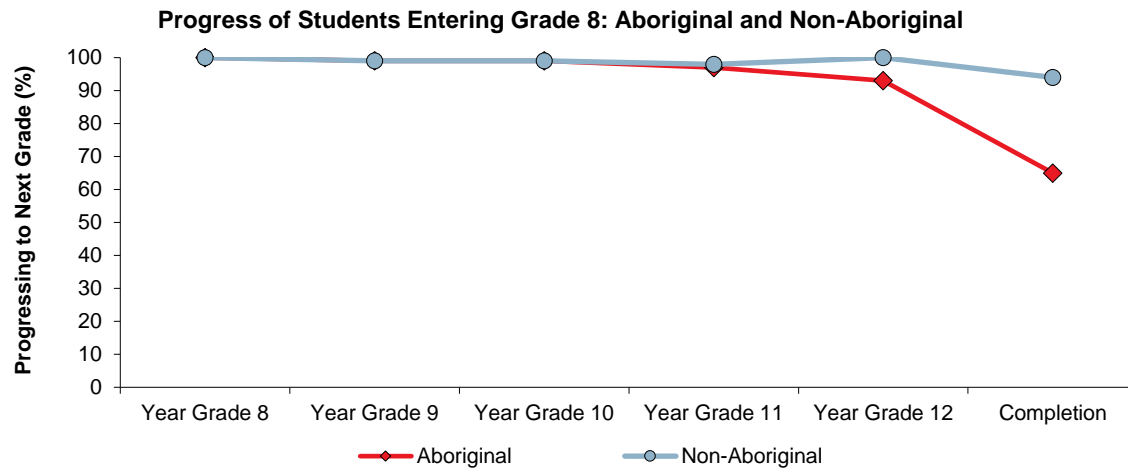
PROGRESS OF STUDENTS ENTERING GRADE 8

BC Residents

The data represent a cohort of students as they progress from Grade 8 through to Grade 12 completion. Each year out-migration estimates are factored in. If a student leaves for another district, that student's information will be reported in the new district's cohort information. (Grade transition includes transitions to a higher grade in any BC Public or Independent school.)

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2018

School Year	Year	Aboriginal			Non-Aboriginal		
		Total %	Female %	Male %	Total %	Female %	Male %
2018/19	Grade 8	100	100	100	100	100	100
	Grade 9	99	99	99	99	100	99
	Grade 10	99	100	98	99	98	100
	Grade 11	97	98	95	98	98	98
	Grade 12	93	91	96	100	100	100
2023/24	Completion	65	66	64	94	91	95



FIVE-YEAR COMPLETION RATE, 2019/20 - 2023/24

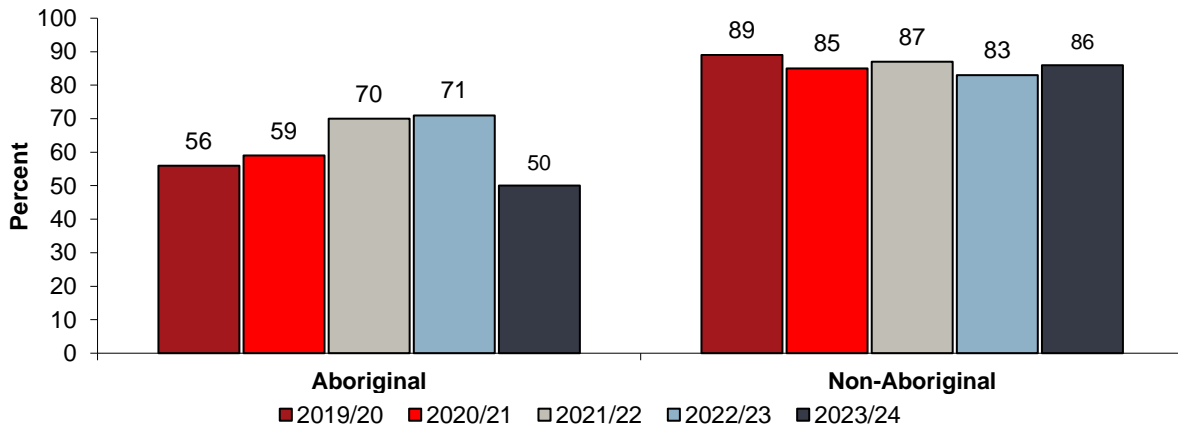
BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of BC. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

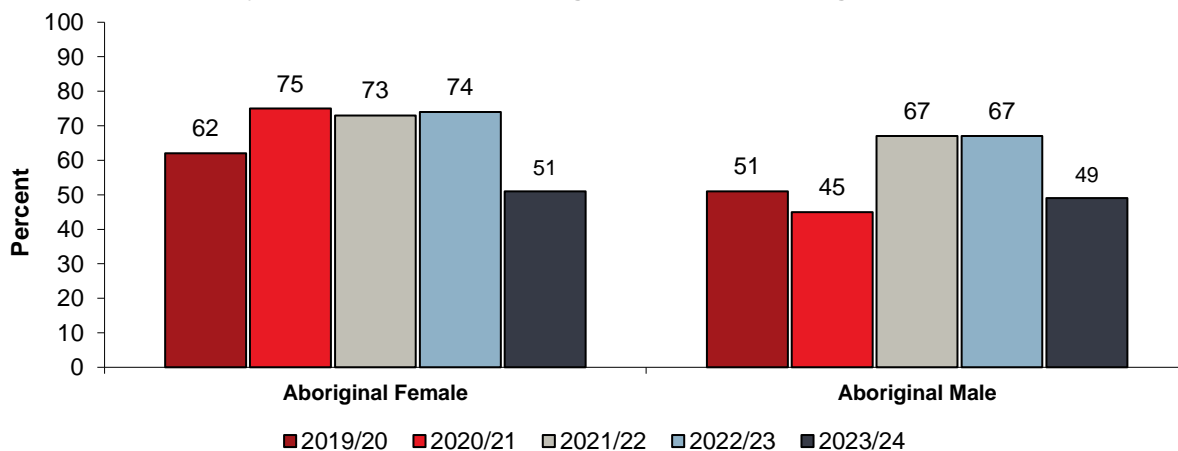
FIVE-YEAR COMPLETION RATE

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	56	62	51	89	87	90
2020/21	59	75	45	85	85	84
2021/22	70	73	67	87	87	87
2022/23	71	74	67	83	87	79
2023/24	50	51	49	86	84	87

Five-year Completion Rate: Aboriginal and Non-Aboriginal



Five-year Completion Rate: Aboriginal Female and Aboriginal Male



SIX-YEAR COMPLETION RATE, 2019/20 - 2023/24

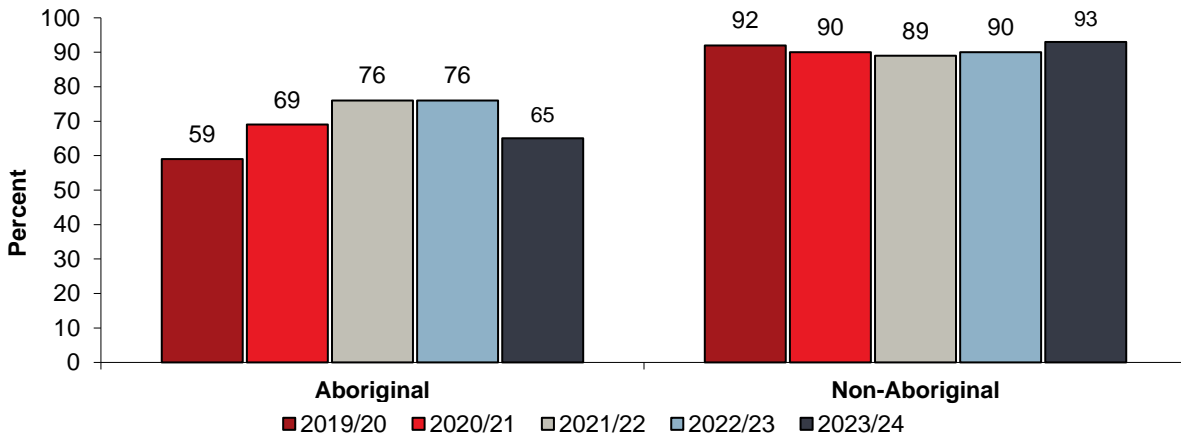
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate, with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of BC. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

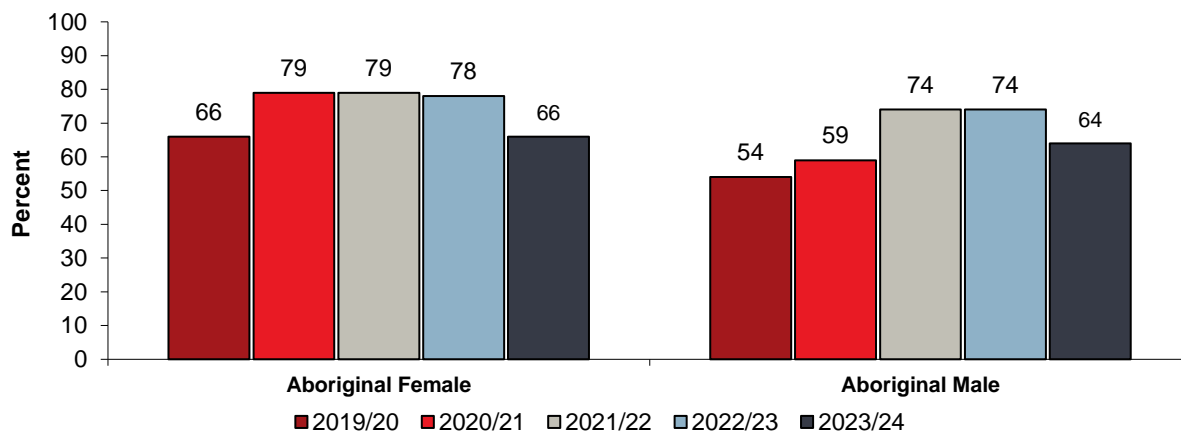
SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	Total %	Female %	Male %	Total %	Female %	Male %
2019/20	59	66	54	92	94	90
2020/21	69	79	59	90	90	90
2021/22	76	79	74	89	90	88
2022/23	76	78	74	90	93	87
2023/24	65	66	64	93	91	95

Six-year Completion Rate: Aboriginal and Non-Aboriginal



Six-year Completion Rate: Aboriginal Female and Aboriginal Male



* When the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.

SIX-, SEVEN- AND EIGHT-YEAR SCHOOL COMPLETION RATES

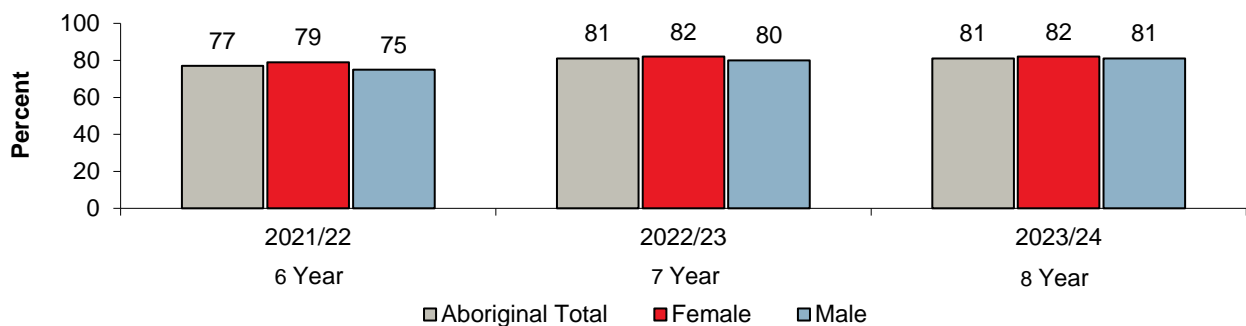
BC Residents

The student cohort start year is the year a student enters Grade 8 for the first time. The 2017/18 and 2018/19 cohorts will be incomplete as they have not yet attained their seventh and/or eighth years. See glossary for completion rate definitions.

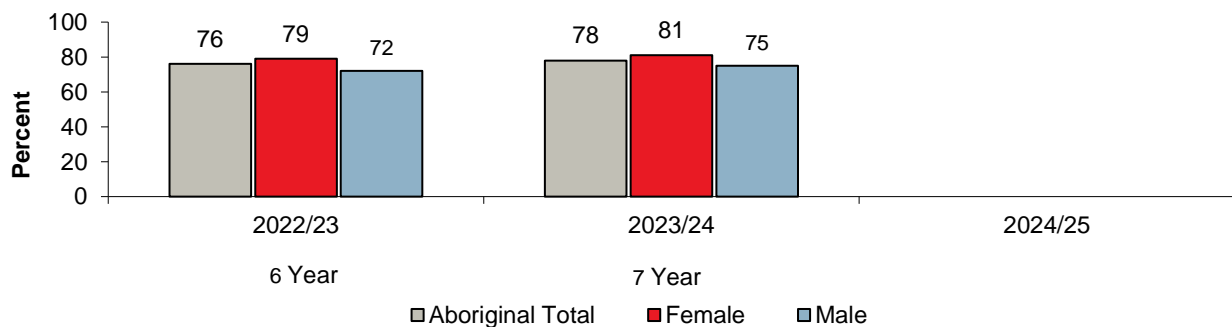
SIX-, SEVEN- AND EIGHT-YEAR COMPLETION RATES*

Student Cohort Start Year	Six-year Completion Rate			Seven-year Completion Rate			Eight-year Completion Rate		
	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %	Aboriginal Total %	Female %	Male %
2016/17	77	79	75	81	82	80	81	82	81
2017/18	76	79	72	78	81	75	-	-	-
2018/19	65	66	64	-	-	-	-	-	-

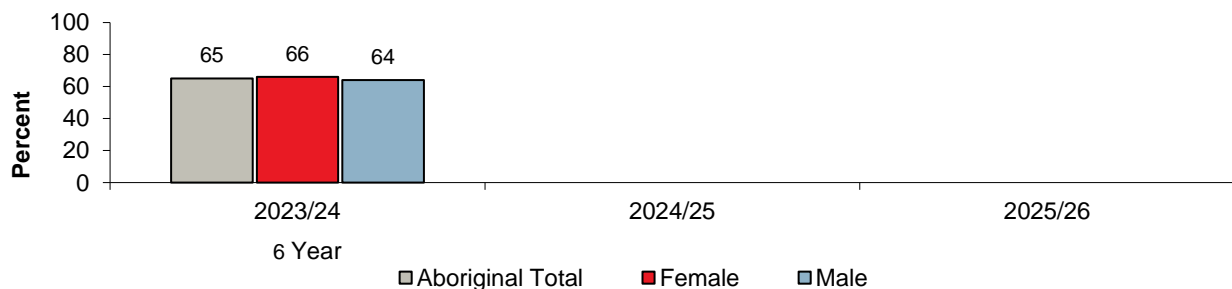
Six-, Seven- and Eight-year Aboriginal Completion Rates, 2016/17 Cohort



Six-, Seven- and Eight-year Aboriginal Completion Rates, 2017/18 Cohort



Six-, Seven- and Eight-year Aboriginal Completion Rates, 2018/19 Cohort



* When the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.

BC SCHOOL COMPLETION CERTIFICATE AND BC CERTIFICATE OF GRADUATION

BC Residents

The School Completion Certificate or "Evergreen" Certificate was developed in the 2006/07 school year. It was a Ministry response to parents and educators who wanted to better celebrate students, primarily those with special learning needs and individual education plans, who had succeeded in meeting the goals of their educational program other than graduation.

The Certificate of Graduation or "Dogwood Diploma" issued upon successful completion of the provincial graduation requirements.

BC SCHOOL COMPLETION CERTIFICATE ("Evergreen")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC School Completion Certificate		September Gr 12 Students	BC School Completion Certificate	
	#	#	%	#	#	%
2019/20	119	Msk	Msk	364	Msk	Msk
2020/21	138	Msk	Msk	349	Msk	Msk
2021/22	122	Msk	Msk	292	Msk	Msk
2022/23	113	Msk	Msk	305	Msk	Msk
2023/24	126	13	10	329	Msk	Msk

BC CERTIFICATE OF GRADUATION ("Dogwood")

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students	BC Certificate of Graduation		September Gr 12 Students	BC Certificate of Graduation	
	#	#	%	#	#	%
2019/20	119	59	50	364	284	78
2020/21	138	80	58	349	276	79
2021/22	122	58	48	292	227	78
2022/23	113	48	42	305	242	79
2023/24	126	55	44	329	277	84

BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

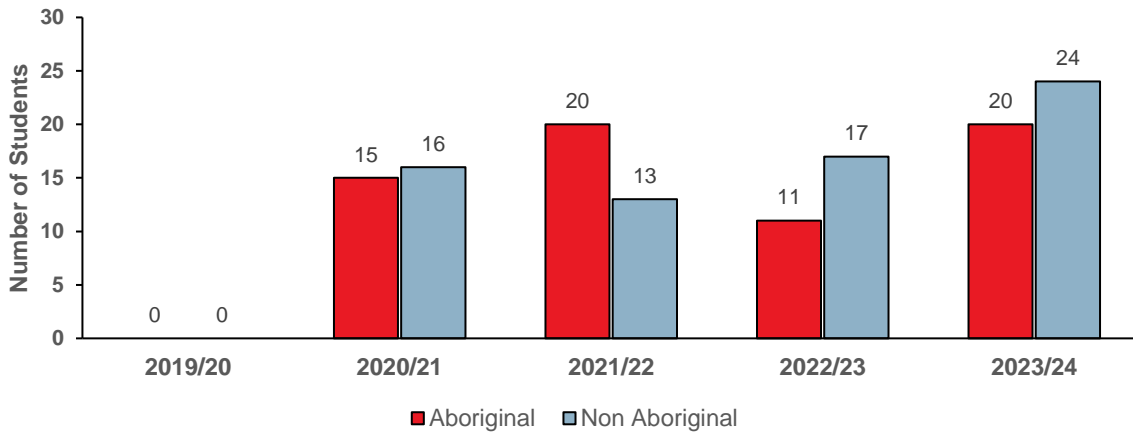
The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

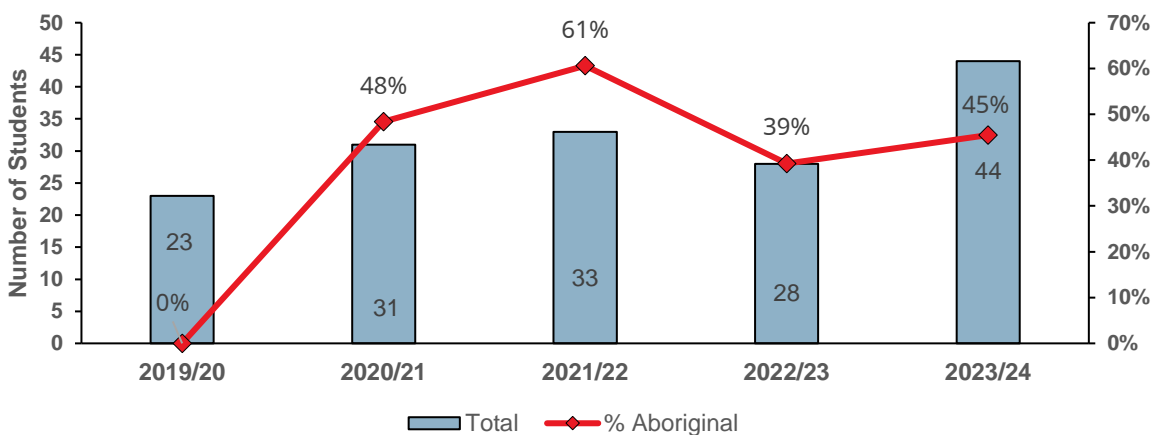
NUMBER OF ADULT DOGWOOD

School Year	Total	Aboriginal		Non-Aboriginal	
	#	#	%	#	%
2019/20	23	Msk	Msk	Msk	Msk
2020/21	31	15	48	16	52
2021/22	33	20	61	13	39
2022/23	28	11	39	17	61
2023/24	44	20	45	24	55

Number of Students with Adult Dogwood



Aboriginal Students as % of Adult Dogwood



BC ADULT GRADUATION DIPLOMA (Adult Dogwood)

BC Residents

The British Columbia Adult Graduation Diploma or "Adult Dogwood" is one of two graduation diplomas offered in BC schools. The Adult Dogwood is for students 18 years of age and older and requires 20 credits of study. This credential differs from the Dogwood Diploma, which requires at least 80 credits. Students in the Adult Graduation Program are not required to complete the Graduation Numeracy or Literacy Assessments. For more information, please visit the Graduation website:

<https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program>

PERCENT OF ADULT DOGWOOD BY FACILITY TYPE

(Students from Long Term PRP and Youth Custody are excluded.)

School Year	Standard		Alternate		Continuing Ed		Online Learning	
	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal	Aboriginal	Non-Aboriginal
	%	%	%	%	%	%	%	%
2019/20	-	Msk	Msk	Msk	Msk	Msk	-	-
2020/21	Msk	Msk	Msk	Msk	Msk	Msk	-	-
2021/22	Msk	Msk	60	Msk	Msk	Msk	-	-
2022/23	Msk	Msk	Msk	88	Msk	-	-	-
2023/24	Msk	Msk	90	92	-	-	-	-

NUMBER & PERCENT OF ADULT DOGWOOD BY AGE GROUP

ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	13	65	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	Msk	Msk	Msk	Msk
2023/24	11	55	Msk	Msk	-	-

NON-ABORIGINAL

School Year	Age: Under 19		Age: 19-20		Age: Over 20	
	#	%	#	%	#	%
2019/20	Msk	Msk	Msk	Msk	Msk	Msk
2020/21	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	Msk	Msk	11	65	-	-
2023/24	15	63	Msk	Msk	-	-

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

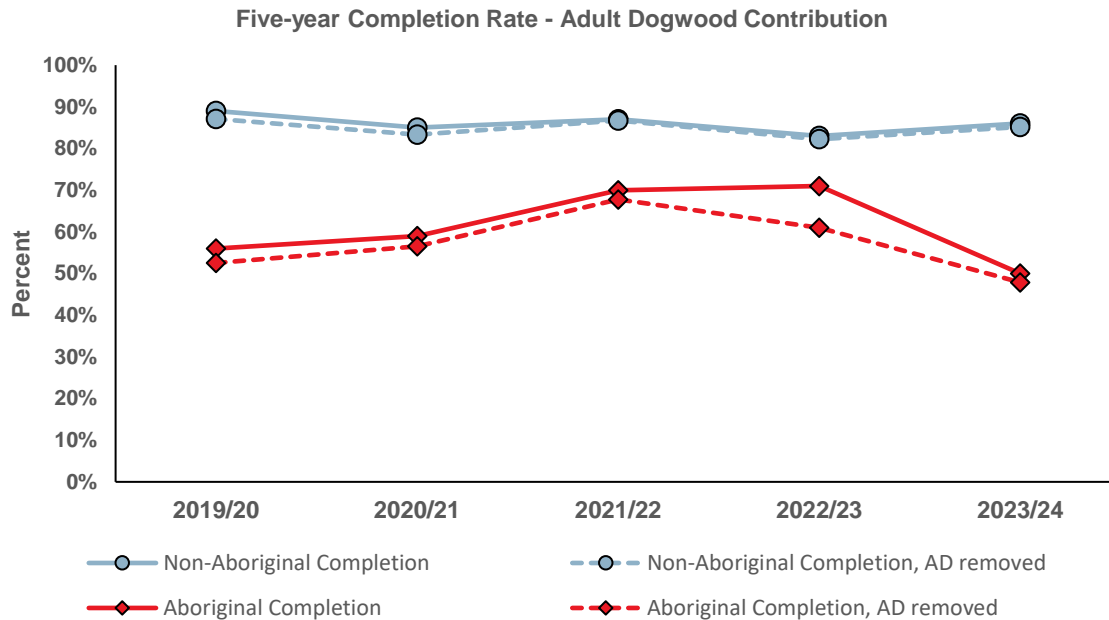
BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood") within five years from the first time they enrol in Grade 8, adjust for migration in and out of BC. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

FIVE-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	56	-4	52	89	-2	87
2020/21	59	-2	57	85	-2	83
2021/22	70	-2	68	87	0	87
2022/23	71	-10	61	83	-1	82
2023/24	50	-2	48	86	-1	85



SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

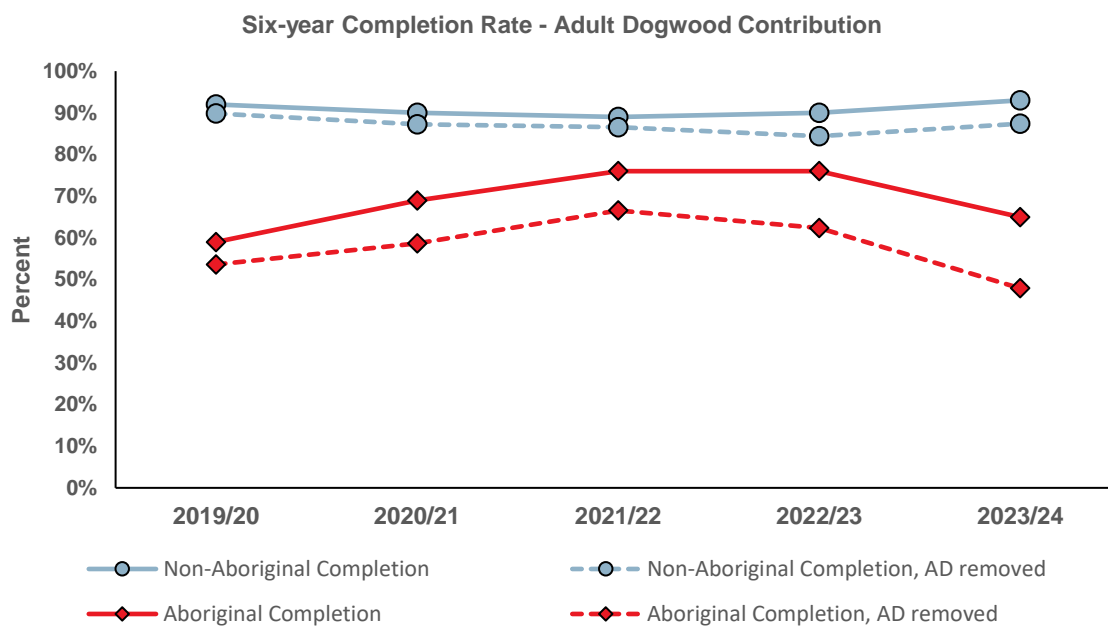
BC Residents

The six-year completion rate is the percent of Grade 8 students who graduate with a BC Certificate of Graduation ("Dogwood") or a BC Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enrol in Grade 8, adjust for migration in and out of BC. The following chart re-calculates the completion rate without the Adult Dogwood recipients.

SIX-YEAR COMPLETION RATE, ADULT DOGWOOD CONTRIBUTION

Adult Dogwood recipients are removed from the success count (numerator) only. They are kept in the denominator.

School Year	Aboriginal			Non-Aboriginal		
	Completion Rate	Adult Dogwood removed	Adjusted Rate	Completion Rate	Adult Dogwood removed	Adjusted Rate
	%	%	%	%	%	%
2019/20	59	-5	54	92	-2	90
2020/21	69	-10	59	90	-3	87
2021/22	76	-9	67	89	-2	87
2022/23	76	-14	62	90	-6	84
2023/24	65	-17	48	93	-6	87



EDUCATION EXPERIENCES OF CHILDREN AND YOUTH IN CARE (CYIC)

BC Residents

In this report, Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). This includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act (In Care), those who have a Youth Agreement or are receiving Youth Services (Youth Services), and those that are under Kinship Care (colloquially known as "Out of Care").

These three groups are combined into an All Legal Groups cohort, which count all students in the individual groups only once regardless of how many arrangements they have in each group.

The CYIC dataset was obtained from the MCFD in the fall of each year and matched with the student achievement data in the Education Data Warehouse. The following numbers are different from the CYIC numbers reported in the MCFD website that include more age groupings and more categories. The MCFD also uses "In Year" instead of "Ever" to report the CYIC data. Please note that there is incomplete data for children who were only identified as CYIC from birth to age 5 (i.e. former CYIC who were never in the care of the MCFD while enrolled in the BC school system). Approximately 60% of CYIC who were only in care from birth to age 5 are captured in this dataset."

MCFD website: <https://mcf.gov.bc.ca/reporting/services/child-protection/permanency-for-children-and-youth/performance-indicators/children-in-care>

ALL LEGAL GROUPS (EVER)

School Year	Total	Aboriginal		Non Aboriginal	
	All Legal Groups	All Legal Groups		All Legal Groups	
	#	#	%	#	%
2018/19	375	241	64	134	36
2019/20	401	254	63	147	37
2020/21	389	250	64	139	36
2021/22	376	254	68	122	32
2022/23	377	252	67	125	33

ABORIGINAL ALL LEGAL GROUPS (EVER) AS A PERCENT OF ABORIGINAL ENROLMENT

School Year	Aboriginal Total	Aboriginal	
	September	All Legal Groups	
	#	#	%
2018/19	1,434	241	17
2019/20	1,472	254	17
2020/21	1,455	250	17
2021/22	1,435	254	18
2022/23	1,430	252	18

ALL LEGAL GROUPS (EVER) SIX-YEAR COMPLETION RATE - DOGWOOD ONLY

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	42	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	44	40	Msk	Msk	Msk	Msk	Msk
2020/21	41	Msk	Msk	Msk	Msk	Msk	Msk
2021/22	45	Msk	Msk	Msk	Msk	Msk	Msk
2022/23	40	41	Msk	Msk	Msk	Msk	Msk

ALL LEGAL GROUPS (EVER) ELIGIBLE GRADE 12 GRADUATION RATE

School Year	Total	Aboriginal			Non Aboriginal		
	All Legal Groups	Total	Female	Male	Total	Female	Male
	%	%	%	%	%	%	%
2018/19	95	Msk	Msk	Msk	Msk	Msk	Msk
2019/20	94	92	Msk	Msk	Msk	Msk	Msk
2020/21	88	91	Msk	Msk	Msk	Msk	Msk
2021/22	78	83	Msk	Msk	Msk	Msk	Msk
2022/23	95	92	Msk	Msk	Msk	Msk	Msk

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING COMMUNITY COLLEGES

Demographic Group		Transition to Community Colleges									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	51	100	15	29.4	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	59	100	12	20.3	Msk	Msk	Msk	Msk	Msk	Msk
	2020/21	80	100	20	25.0	Msk	Msk				
	2021/22	58	100	10	17.2						
Non-Aboriginal	2018/19	267	100	98	36.7	20	7.5	Msk	Msk	Msk	Msk
	2019/20	273	100	76	27.8	14	5.1	13	4.8		
	2020/21	273	100	79	28.9	15	5.5				
	2021/22	227	100	63	27.8						

GRADE 12 GRADUATES ENTERING INSTITUTES

Demographic Group		Transition to Institutes									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	51	100	-	-	-	-	Msk	Msk	-	-
	2019/20	59	100	Msk	Msk	-	-	-	-		
	2020/21	80	100	Msk	Msk	Msk	Msk				
	2021/22	58	100	-	-						
Non-Aboriginal	2018/19	267	100	Msk	Msk	-	-	Msk	Msk	-	-
	2019/20	273	100	Msk	Msk	Msk	Msk	Msk	Msk		
	2020/21	273	100	Msk	Msk	Msk	Msk				
	2021/22	227	100	Msk	Msk						

STUDENT TRANSITIONS TO BC PUBLIC POST-SECONDARY INSTITUTIONS

BC Residents

In recent years, some BC post-secondary institutions have changed their names and sector designation. Because of these changes, and to ensure consistency over time, each institution is reported under its most recent name and sector designation.

The data structure has been changed to match the reported data used in the Student Transitions Project. The project uses personal education numbers (PENs) to track BC student data across both K-12 and public post-secondary education systems. Includes Grade 12 graduates who received a BC Certificate of Graduation ("Dogwood") only. Data in this page will be masked due to the terms of the Information Sharing Agreement (ISA) in place with the Student Transitions Project.

For more information, please visit the website: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

GRADE 12 GRADUATES ENTERING RESEARCH-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Research-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	51	100	Msk	Msk	-	-	-	-	-	-
	2019/20	59	100	Msk	Msk	Msk	Msk	-	-		
	2020/21	80	100	Msk	Msk	-	-				
	2021/22	58	100	Msk	Msk						
Non-Aboriginal	2018/19	267	100	24	9.0	Msk	Msk	-	-	Msk	Msk
	2019/20	273	100	37	13.6	Msk	Msk	-	-		
	2020/21	273	100	33	12.1	Msk	Msk				
	2021/22	227	100	26	11.5						

GRADE 12 GRADUATES ENTERING TEACHING-INTENSIVE UNIVERSITIES

Demographic Group		Transition to Teaching-Intensive Universities									
		Grade 12 Graduates		Immediate		1 year delay		2 year delay		3+ year delay	
		#	%	#	%	#	%	#	%	#	%
Aboriginal	2018/19	51	100	Msk	Msk	-	-	Msk	Msk	-	-
	2019/20	59	100	Msk	Msk	-	-	-	-		
	2020/21	80	100	Msk	Msk	Msk	Msk				
	2021/22	58	100	Msk	Msk						
Non-Aboriginal	2018/19	267	100	21	7.9	Msk	Msk	Msk	Msk	Msk	Msk
	2019/20	273	100	17	6.2	Msk	Msk	Msk	Msk		
	2020/21	273	100	16	5.9	Msk	Msk				
	2021/22	227	100	10	4.4						

STUDENT LEARNING SURVEY RESULTS, 2019/20 - 2023/24

The Student Learning Survey is an annual province-wide census. This means that instead of sampling a small percentage, all students in the targeted grades are encouraged to participate. Because it is a census, the survey is representative even at the school level.

Some students do not complete surveys. Overall the response rates are around 75% for elementary grades and around 50% for secondary grades.

Some demographic information is taken from survey questions (e.g. grade level). The Aboriginal ancestry question is skipped by fewer than 1% of respondents, and so results by Aboriginal ancestry are considered to be representative of respondents and of the school population.

The following is a subset of questions from the Student Learning Survey. These questions were selected because they help to provide students' perspectives regarding their sense of belonging. For more information on the provincial Student Learning Survey, please visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/student-learning-survey>

CAVEAT

With the focus on modernizing learning, there is a pressing need for information about the contexts that determines outcomes. Consequently, the Ministry (working with School Districts and Students), re-designed the survey to focus on learning processes as well as satisfaction. Reflecting this change, the survey has been called the "Student Learning Survey" since 2016/17.

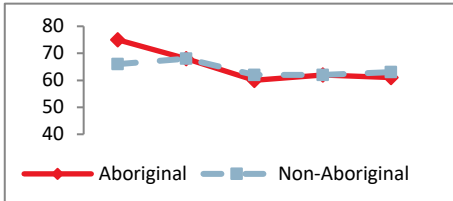
More questions have been added since 2016/17, including new questions related to themes and categories of interest to clients, new open-ended questions, and the survey has been "PENed".

Report users should carefully compare any results after 2016/17 against trends established in earlier years, and consider the change of 2016/17 results if they differ greatly from established trends.

The suspension of in-class instruction from mid-March to the end of May 2020 under the direction of the Provincial Health Officer in response to the COVID-19 pandemic resulted in a reduced number of respondents for the 2019/20 Student Learning Survey administration.

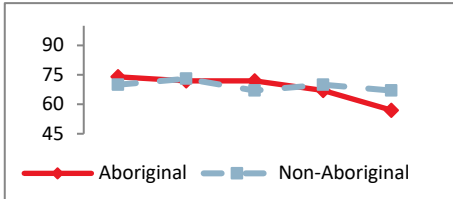
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4

Do you like school?



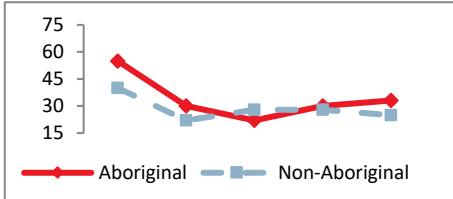
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	40	30	75	64	42	66
2020/21	79	54	68	265	180	68
2021/22	68	41	60	250	154	62
2022/23	89	55	62	268	166	62
2023/24	77	47	61	292	184	63

Do adults in the school treat all students fairly?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	39	29	74	63	44	70
2020/21	78	56	72	264	193	73
2021/22	69	50	72	249	168	67
2022/23	89	60	67	269	188	70
2023/24	79	45	57	286	191	67

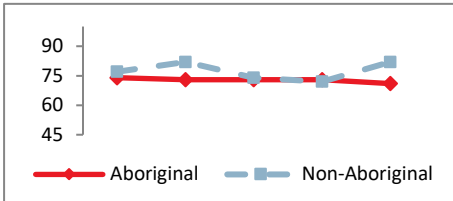
Are you learning about First Peoples at school?/ At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	40	22	55	65	26	40
2020/21	80	24	30	264	59	22
2021/22	68	15	22	246	69	28
2022/23	88	26	30	263	74	28
2023/24	79	26	33	288	73	25

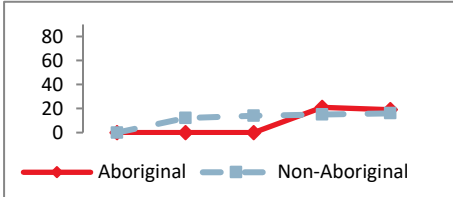
STUDENT LEARNING SURVEY RESULTS, GRADE 3/4 continued

Do you feel safe at school?



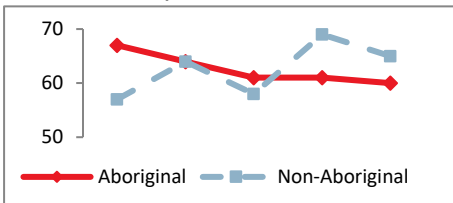
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	38	28	74	65	50	77
2020/21	70	51	73	272	224	82
2021/22	59	43	73	261	192	74
2022/23	84	61	73	272	197	72
2023/24	77	55	71	290	237	82

Have you ever felt bullied at school?



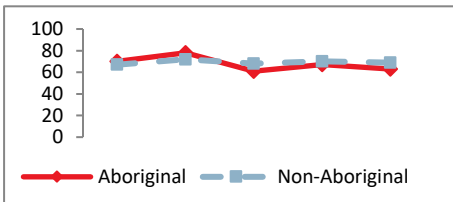
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	38	Msk	Msk	66	Msk	Msk
2020/21	70	Msk	Msk	273	32	12
2021/22	60	Msk	Msk	255	36	14
2022/23	81	17	21	275	40	15
2023/24	75	14	19	286	45	16

How many adults do you think care about you at your school? (Percentage responding 2 adults or more.)



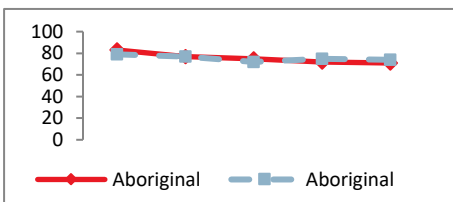
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	Two adults or more		Gr 4 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	39	26	67	63	36	57
2020/21	78	50	64	266	171	64
2021/22	69	42	61	245	143	58
2022/23	88	54	61	267	183	69
2023/24	78	47	60	291	189	65

I am happy at my school.



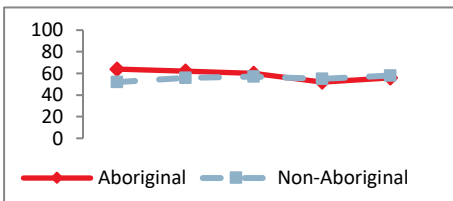
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	40	28	70	64	43	67
2020/21	77	60	78	264	189	72
2021/22	69	42	61	246	167	68
2022/23	89	60	67	270	190	70
2023/24	78	49	63	291	200	69

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	40	33	83	62	49	79
2020/21	77	59	77	267	205	77
2021/22	69	52	75	250	180	72
2022/23	90	65	72	270	202	75
2023/24	77	55	71	292	217	74

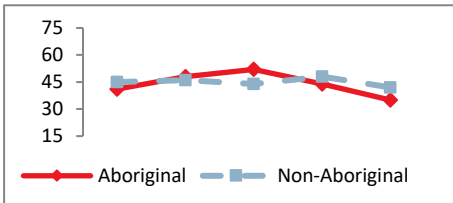
Is school a place where you feel like you belong?



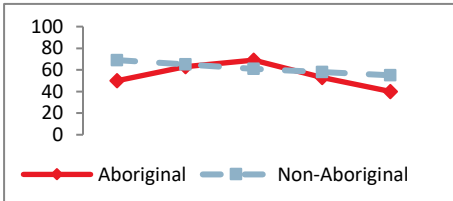
School Year	Aboriginal			Non-Aboriginal		
	Gr 4 Respondents	All of the time or many times		Gr 4 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	39	25	64	63	33	52
2020/21	77	48	62	266	150	56
2021/22	68	41	60	248	142	57
2022/23	89	46	52	270	149	55
2023/24	78	44	56	292	170	58

STUDENT LEARNING SURVEY RESULTS, GRADE 7

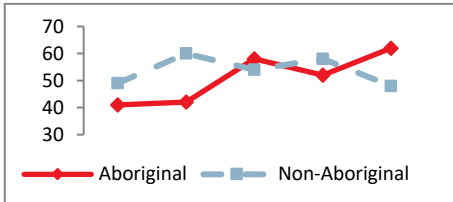
Do you like school?



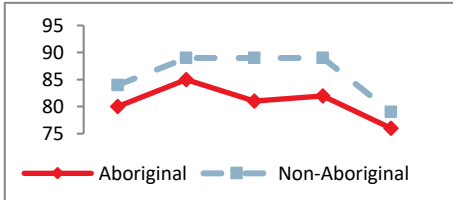
Do adults in the school treat all students fairly?



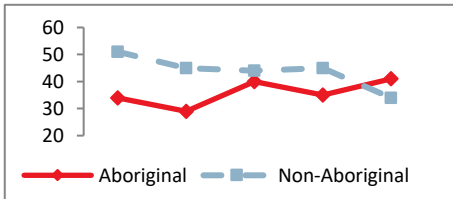
How many teachers help you with your schoolwork when you need it?



At school, do you respect people who are different from you (for example, think, act, or look different)?



At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	32	13	41
2020/21	80	38	48
2021/22	79	41	52
2022/23	94	41	44
2023/24	72	25	35

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	49	22	45
2020/21	254	118	46
2021/22	270	118	44
2022/23	226	109	48
2023/24	259	109	42

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	32	16	50
2020/21	79	50	63
2021/22	80	55	69
2022/23	93	49	53
2023/24	72	29	40

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	48	33	69
2020/21	252	165	65
2021/22	270	164	61
2022/23	227	132	58
2023/24	258	142	55

Aboriginal

School Year	Gr 7 Respondents #	Two teachers or more	
		#	%
2019/20	32	13	41
2020/21	78	33	42
2021/22	79	46	58
2022/23	94	49	52
2023/24	71	44	62

Non-Aboriginal

School Year	Gr 7 Respondents #	Two teachers or more	
		#	%
2019/20	47	23	49
2020/21	241	145	60
2021/22	269	144	54
2022/23	224	129	58
2023/24	258	125	48

Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	30	24	80
2020/21	79	67	85
2021/22	78	63	81
2022/23	91	75	82
2023/24	70	53	76

Non-Aboriginal

School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	49	41	84
2020/21	250	223	89
2021/22	265	235	89
2022/23	220	196	89
2023/24	252	198	79

Aboriginal

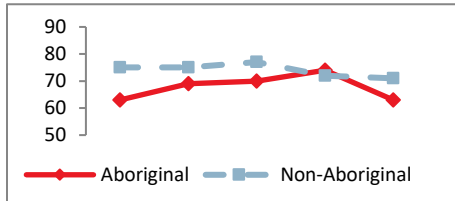
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	32	11	34
2020/21	79	23	29
2021/22	78	31	40
2022/23	94	33	35
2023/24	70	29	41

Non-Aboriginal

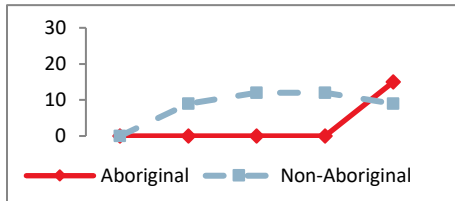
School Year	Gr 7 Respondents #	All of the time or many times	
		#	%
2019/20	49	25	51
2020/21	251	112	45
2021/22	266	117	44
2022/23	225	101	45
2023/24	256	88	34

STUDENT LEARNING SURVEY RESULTS, GRADE 7 continued

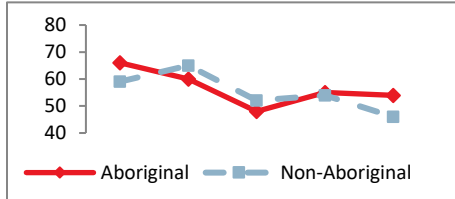
Do you feel safe at school?



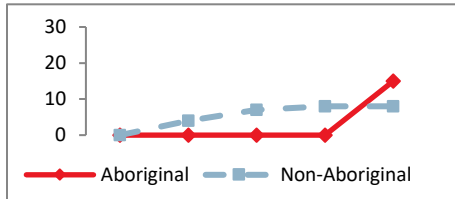
At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?



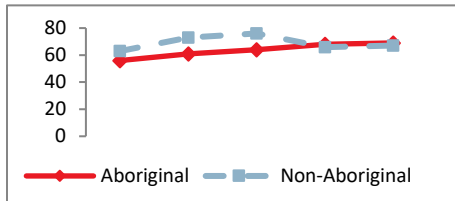
How many adults at your school care about you? (Percentage responding 2 adults or more.)



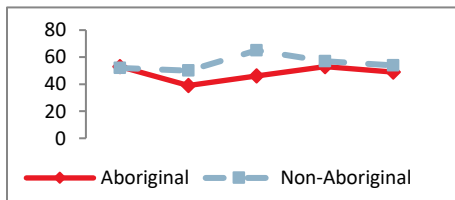
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	30	19	63
2020/21	74	51	69
2021/22	73	51	70
2022/23	91	67	74
2023/24	68	43	63

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	51	38	75
2020/21	256	192	75
2021/22	274	210	77
2022/23	229	165	72
2023/24	261	185	71

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	30	Msk	Msk
2020/21	73	Msk	Msk
2021/22	74	Msk	Msk
2022/23	91	Msk	Msk
2023/24	68	10	15

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	51	Msk	Msk
2020/21	255	23	9
2021/22	275	33	12
2022/23	227	27	12
2023/24	260	24	9

Aboriginal

School Year	Gr 7 Respondents	Two adults or more	
	#	#	%
2019/20	32	21	66
2020/21	80	48	60
2021/22	80	38	48
2022/23	95	52	55
2023/24	72	39	54

Non-Aboriginal

School Year	Gr 7 Respondents	Two adults or more	
	#	#	%
2019/20	49	29	59
2020/21	254	165	65
2021/22	269	141	52
2022/23	226	123	54
2023/24	257	118	46

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	32	Msk	Msk
2020/21	80	Msk	Msk
2021/22	79	Msk	Msk
2022/23	95	Msk	Msk
2023/24	72	11	15

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	47	Msk	Msk
2020/21	254	11	4
2021/22	270	20	7
2022/23	226	19	8
2023/24	258	21	8

Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	32	18	56
2020/21	80	49	61
2021/22	80	51	64
2022/23	94	64	68
2023/24	72	50	69

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	49	31	63
2020/21	252	185	73
2021/22	270	205	76
2022/23	227	150	66
2023/24	259	174	67

Aboriginal

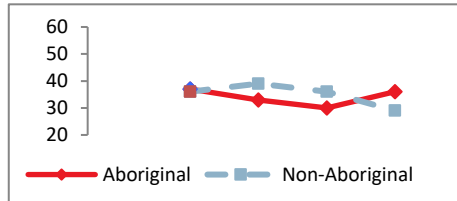
School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	32	17	53
2020/21	79	31	39
2021/22	80	37	46
2022/23	94	50	53
2023/24	72	35	49

Non-Aboriginal

School Year	Gr 7 Respondents	All of the time or many times	
	#	#	%
2019/20	48	25	52
2020/21	252	127	50
2021/22	267	174	65
2022/23	227	130	57
2023/24	258	139	54

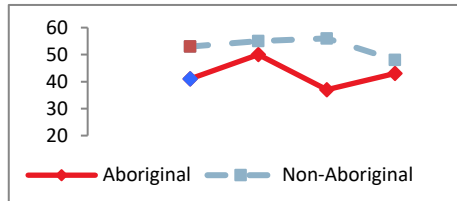
STUDENT LEARNING SURVEY RESULTS, GRADE 10

Do you like school?



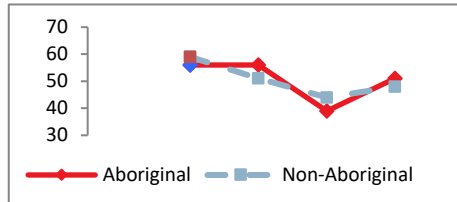
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	10	37	114	41	36
2021/22	36	12	33	174	68	39
2022/23	50	15	30	165	59	36
2023/24	59	21	36	208	61	29

Do adults in the school treat all students fairly?



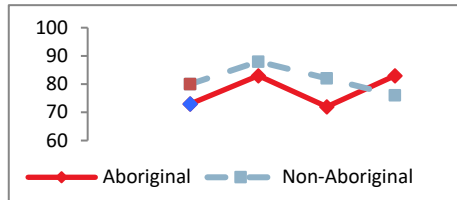
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	11	41	114	60	53
2021/22	36	18	50	174	95	55
2022/23	51	19	37	166	93	56
2023/24	60	26	43	206	98	48

How many teachers help you with your schoolwork when you need it?



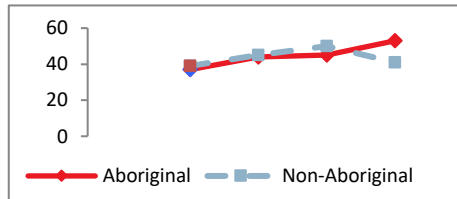
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two teachers or more		Gr 10 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	25	14	56	109	64	59
2021/22	36	20	56	172	88	51
2022/23	49	19	39	164	72	44
2023/24	59	30	51	207	99	48

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	26	19	73	113	90	80
2021/22	35	29	83	168	147	88
2022/23	46	33	72	155	127	82
2023/24	59	49	83	200	152	76

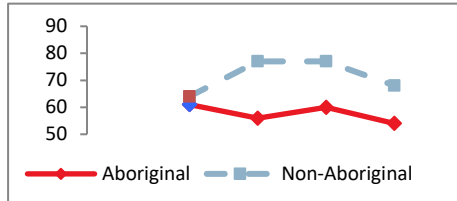
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	10	37	114	45	39
2021/22	36	16	44	170	77	45
2022/23	49	22	45	161	81	50
2023/24	59	31	53	203	84	41

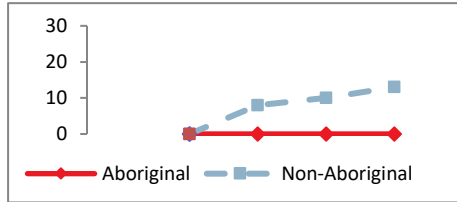
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

Do you feel safe at school?



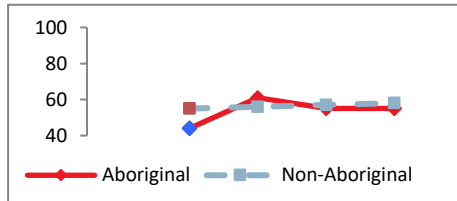
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	23	14	61	115	74	64
2021/22	32	18	56	177	136	77
2022/23	45	27	60	167	128	77
2023/24	57	31	54	210	143	68

At school, are you bullied, teased, or picked on? Have you ever felt bullied at school?



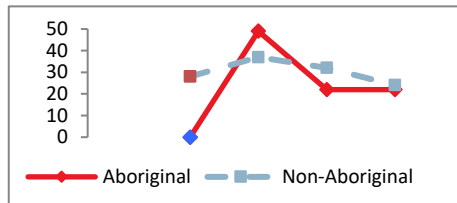
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	24	Msk	Msk	116	Msk	Msk
2021/22	31	Msk	Msk	175	14	8
2022/23	45	Msk	Msk	168	17	10
2023/24	58	Msk	Msk	209	27	13

How many adults at your school care about you? At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



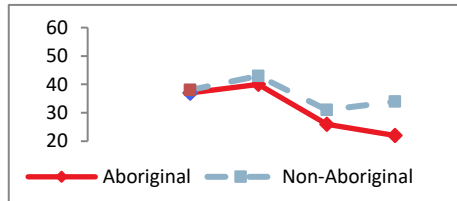
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	12	44	114	63	55
2021/22	36	22	61	174	97	56
2022/23	51	28	55	164	94	57
2023/24	60	33	55	208	120	58

Are you satisfied that school is preparing you for a job in the future?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	112	31	28
2021/22	35	17	49	165	61	37
2022/23	49	11	22	160	51	32
2023/24	59	13	22	199	48	24

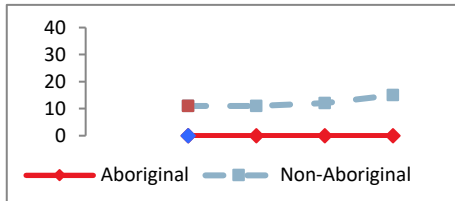
Are you satisfied that school is preparing you for post-secondary education?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	10	37	113	43	38
2021/22	35	14	40	166	71	43
2022/23	47	12	26	160	50	31
2023/24	59	13	22	198	67	34

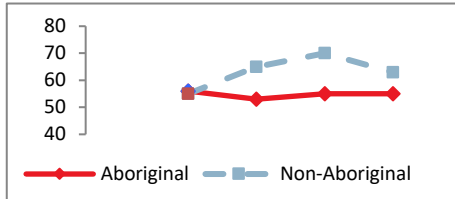
STUDENT LEARNING SURVEY RESULTS, GRADE 10 continued

I would like to go to a different school.



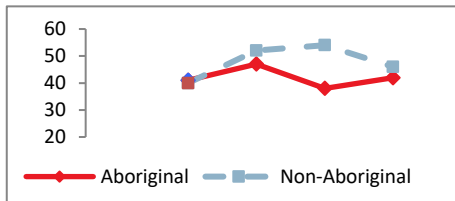
School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	0	0	114	12	11
2021/22	36	Msk	Msk	174	19	11
2022/23	51	Msk	Msk	163	19	12
2023/24	58	Msk	Msk	204	30	15

Do you feel welcome at your school?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	15	56	114	63	55
2021/22	36	19	53	174	113	65
2022/23	51	28	55	165	115	70
2023/24	60	33	55	207	130	63

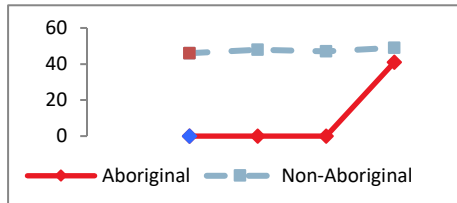
Is school a place where you feel like you belong?



School Year	Aboriginal			Non-Aboriginal		
	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	11	41	114	46	40
2021/22	36	17	47	174	91	52
2022/23	50	19	38	164	89	54
2023/24	59	25	42	207	95	46

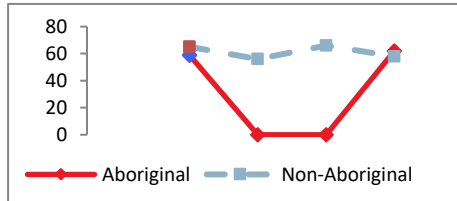
STUDENT LEARNING SURVEY RESULTS, GRADE 12

Do you like school?



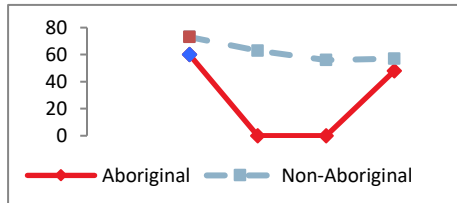
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	114	52	46
2021/22	13	Msk	Msk	88	42	48
2022/23	11	Msk	Msk	100	47	47
2023/24	29	12	41	120	59	49

Do adults in the school treat all students fairly?



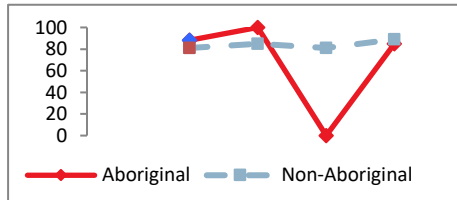
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	16	59	113	74	65
2021/22	13	Msk	Msk	88	49	56
2022/23	11	Msk	Msk	100	66	66
2023/24	29	18	62	119	69	58

How many teachers help you with your schoolwork when you need it?



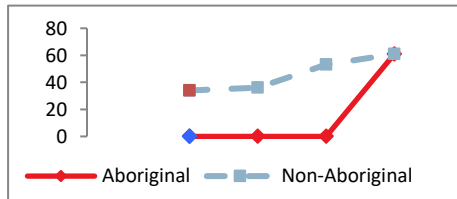
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	Two teachers or more		Gr 12 Respondents	Two teachers or more	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	25	15	60	112	82	73
2021/22	12	Msk	Msk	87	55	63
2022/23	11	Msk	Msk	100	56	56
2023/24	29	14	48	119	68	57

At school, do you respect people who are different from you (for example, think, act, or look different)?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	26	23	88	113	91	81
2021/22	10	10	100	86	73	85
2022/23	11	Msk	Msk	97	79	81
2023/24	27	23	85	113	101	89

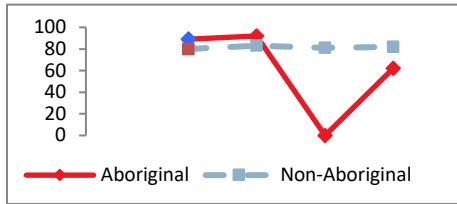
At school, are you being taught about Aboriginal peoples in Canada?/ At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents	All of the time or many times		Gr 12 Respondents	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	114	39	34
2021/22	11	Msk	Msk	87	31	36
2022/23	11	Msk	Msk	98	52	53
2023/24	28	17	61	115	70	61

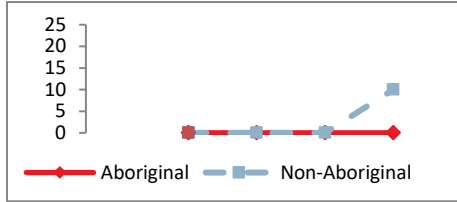
STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

Do you feel safe at school?



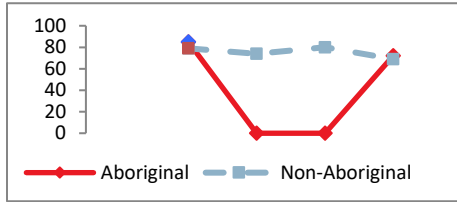
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	24	89	114	91	80
2021/22	12	11	92	87	72	83
2022/23	11	Msk	Msk	100	81	81
2023/24	29	18	62	118	97	82

At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



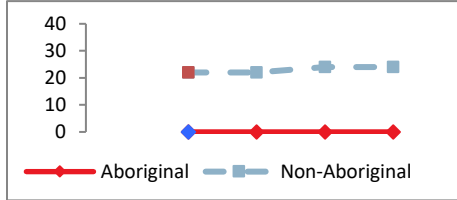
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	Msk	Msk	113	Msk	Msk
2021/22	12	-	-	87	Msk	Msk
2022/23	11	Msk	Msk	100	Msk	Msk
2023/24	29	Msk	Msk	119	12	10

How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



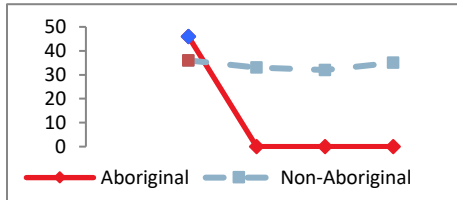
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	Two adults or more		Gr 12 Respondents #	Two adults or more	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	27	23	85	113	89	79
2021/22	13	Msk	Msk	88	65	74
2022/23	11	Msk	Msk	100	80	80
2023/24	29	21	72	120	83	69

Are you satisfied that school is preparing you for a job in the future?



School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	26	Msk	Msk	112	25	22
2021/22	10	Msk	Msk	87	19	22
2022/23	11	Msk	Msk	99	24	24
2023/24	28	Msk	Msk	114	27	24

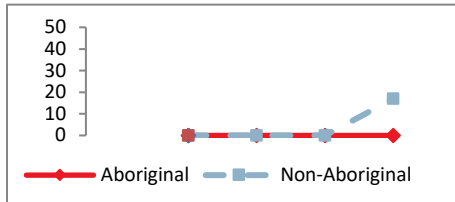
Are you satisfied that school is preparing you for post-secondary education?



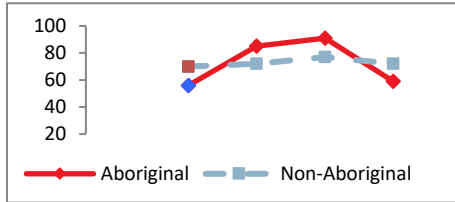
School Year	Aboriginal			Non-Aboriginal		
	Gr 12 Respondents #	All of the time or many times		Gr 12 Respondents #	All of the time or many times	
	#	#	%	#	#	%
2019/20	-	-	-	-	-	-
2020/21	26	12	46	113	41	36
2021/22	10	Msk	Msk	87	29	33
2022/23	11	Msk	Msk	98	31	32
2023/24	28	Msk	Msk	113	40	35

STUDENT LEARNING SURVEY RESULTS, GRADE 12 continued

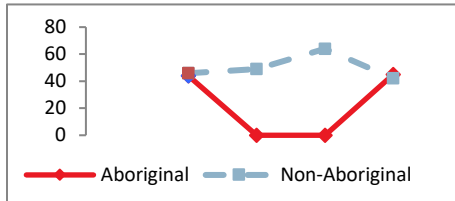
I would like to go to a different school.



Do you feel welcome at your school?



Is school a place where you feel like you belong?



Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	-	-	-
2020/21	27	0	0
2021/22	13	Msk	Msk
2022/23	11	0	0
2023/24	28	Msk	Msk

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	-	-	-
2020/21	112	Msk	Msk
2021/22	88	Msk	Msk
2022/23	100	Msk	Msk
2023/24	120	20	17

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	-	-	-
2020/21	27	15	56
2021/22	13	11	85
2022/23	11	10	91
2023/24	29	17	59

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	-	-	-
2020/21	112	78	70
2021/22	88	63	72
2022/23	98	75	77
2023/24	117	84	72

Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	-	-	-
2020/21	27	12	44
2021/22	13	Msk	Msk
2022/23	11	Msk	Msk
2023/24	29	13	45

Non-Aboriginal

School Year	Gr 12 Respondents #	All of the time or many times	
		#	%
2019/20	-	-	-
2020/21	112	51	46
2021/22	88	43	49
2022/23	100	64	64
2023/24	120	50	42

GLOSSARY

GLOSSARY ITEM	DEFINITION
Aboriginal Student	A student who has self-identified as being of Aboriginal ancestry (First Nations: Status and Non-Status, Métis and Inuit). Aboriginal ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Aboriginal will be considered Aboriginal from the 2003/04 school year forward. Status Indians are Aboriginal people who meet the requirements of the Indian Act and who are registered under the Act.
Alternate Programs	Programs that meet the special requirements of students who may be unable to adjust to the requirements of regular schools (for example timetables, schedules, or traditional classroom environment). Programs must be offered in separate facilities.
Children and Youth in care	Children and Youth living out of parental home under a legal arrangement refers to a child who has a legal arrangement with the Ministry of Children and Family Development (MCFD) or an Indigenous Child and Family Service Agency (ICFSA). This includes children that are in the custody, care, or guardianship of a director under the Child, Family and Community Service Act or a director of adoption designated under the Adoption Act (In Care), those who have a Youth Agreement or are receiving Youth Services (Youth Services), and those that are under Kinship Care (colloquially known as "Out of Care").
Course Mark	The result achieved by student, as assigned by the teacher at the school level, in a particular course.
Eligible Grade 12 Graduation Rate	The proportion of eligible-to-graduate Grade 12 students who graduated in that school year. Eligible to graduate reporting only includes Dogwood (BC Secondary Graduation Diploma), and does not include Adult Dogwood (BC Adult Graduation Diploma) or Evergreen (BC School Completion Certificate).
Enrolment	A record of a student, reported to the Ministry, entering into an educational program offered by a BC Board of Education, Francophone Education Authority or BC Certified Independent Schools (including Offshore Schools). A student may be recorded and counted as an enrolment in more than one school. Enrolment counts include the records of all adults and school-age persons who are enrolled in the BC K-12 system. Registered homeschooled children are not considered an enrolment.
Graduation	A Certificate of Graduation is awarded by the Ministry of Education and Child Care upon successful completion of the BC Provincial Graduation Requirements.
Headcount	A count of unique individuals, rather than enrolments.
Hyphen	A hyphen (-) is used in two situations: 1. The data are not available (for example, the Foundation Skills Assessment report provides information on a range of years that may include years "in the future"), so a hyphen is used. 2. The data describe an outcome (such as a percent or rate) where the underlying number of students or enrolments is zero (0). For example, consider a Grade 12 class that has no students enrolled in an ELL program. When reporting the percent of Grade 12 ELL students who achieved a C+ or better in math, it is not appropriate to report any math outcomes for ELL students, so a hyphen is used.
Msk	Abbreviation for Mask, which indicates that the information has been suppressed to protect personal information. The Ministry Masking Policy is intended to prevent the possibility of associating statistical data with an identifiable individual. To protect the privacy of individuals, very small population numbers must be suppressed (masked) when the Ministry reports or otherwise publicly releases aggregated data. For more information please refer to: https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations
Off-Reserve Aboriginal Student	Includes only Aboriginal students who live off a reserve and attend a BC public school.

On-Reserve Aboriginal Student	Includes only Aboriginal students who live on a reserve and attend a BC public school.
Participant (Foundation Skills Assessment)	A student who responded meaningfully to at least one question in the assessment.
Participation Rate (Foundation Skills Assessment)	The number of students who responded to at least one question in the assessment, divided by the total number of students in that grade.
Participation Rate (Graduation Assessment)	Denominator: All grade 10 or 12 enrolments without early writers and repeaters who took assessments in previous year(s) of grade 10 or 12 (these early writers and repeaters already fulfilled the requirement of taking assessment so they are excluded from the expected count). Numerator: Count of students from the denominator who took the assessment in a specific school year.
Performance (Foundation Skills Assessment)	In 2017/18, the FSA categorization language evolved to reflect proficiency levels, and to be descriptive and strengths-based. The new levels are: <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • On Track - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning
Performance (Graduation Assessment)	Provincial graduation assessments use a four-level proficiency levels for reporting student achievement results: <ul style="list-style-type: none"> • Emerging - students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning • Developing - students demonstrate a partial understanding of the concepts and competencies relevant to the expected learning • Proficient - students demonstrate a complete understanding of the concepts and competencies relevant to the expected learning • Extending - students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning Denominator: Include all students who took the assessment in a school year regardless of their grades. (Please note that the denominator of the Participation Rate and the Performance Indicators are extracted from different cohorts).
Public School	A body of students, teachers, other staff, and facilities organized as a unit for educational purposes under the supervision of an administrative officer and administered by a district school board of education. Types of public schools include Standard Schools, Short-term and Long-term Provincial Resource Programs, Youth Custody, Continuing Education Centres, Alternate Programs and Online Learning Programs.
Resident (student)	Resident students are those for which the Ministry of Education and Child Care will provide operating grant funding to boards of education or eligible independent schools. The ministry provides operating grant funding for: <ul style="list-style-type: none"> • Children who, along with their guardian(s), are ordinarily resident in British Columbia • Children who are deemed ordinarily resident in BC under the School Regulation • Other children who meet criteria set out in the Eligibility of Students for Operating Grant Funding policy
School District	A geographic area in British Columbia constituted as a district under the School Act. There are currently 59 school districts and one Francophone Education Authority.
School Year	The school year includes a portion of two regular calendar years. It is the 12-month period commencing on July 1 and ending the following June 30.

Six-year Completion Rate	<p>The proportion of students who graduate, with a BC Certificate of Graduation ("Dogwood") or BC Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enrol in Grade 8, adjusted for migration in and out of British Columbia. A six-year rate provides students with an additional year beyond the five years required to move through Grades 8-12.</p> <p>Six-year completion rates are not produced at the school level, as outmigration adjustments (to account for students leaving the province) cannot be estimated from Ministry data. The district in which a student last attended school in Years 1 through 6 is assigned to the district cohort from which the Six-year Completion Rate is determined.</p> <p>In this report, when the six-year rate is reported, numbers for prior school years are not updated. When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated.</p>
Students with Disabilities or Diverse Abilities (Selected Designations)	<p>Selected designations include the following:</p> <ul style="list-style-type: none"> • Sensory Disabilities (Categories E and F) • Learning Disabilities (Category Q) • Behaviour Disabilities (Categories H and R)
Students with Disabilities or Diverse Abilities	<p>Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)</p>
Student	<p>A person, of any age, who is reported by a BC Board of Education, Francophone Education Authority or BC-certified Independent school (including offshore schools), as enrolling in and receiving educational services.</p>
Student Cohort	<p>A group of students who share particular characteristics and who are tracked over a period of time.</p>